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ABSTRACT

This reference manual guides users in developing or amending school improvement plans for the 1993-96 Performance-Based Accountability Program (PBAP) of the North Carolina Department of Public Instruction. The PBAP was established with the passage of the state's School Improvement and Accountability Act (1989). In addition to establishing a specific mission for the public schools, it provides incentives for school systems to move beyond state accreditation and to set higher standards for student performance. Participating districts may receive funds for differentiated pay for certain state-paid employees. A local education agency that participates in the PBAP must develop a 3-year school improvement plan, and even districts that do not participate are subject to the testing and reporting provisions of the legislation. The manual discusses program guidelines and plan components and provides some information about resources for assistance in plan development and implementation. Ten forms used in the participation process are presented. The pertinent legislation is attached. (Contains three figures.) (SLD)

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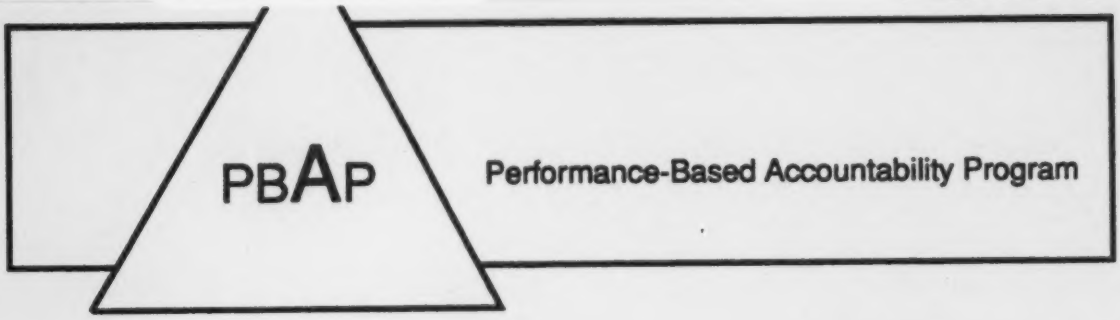

Reference Manual for the 1993-1996 PBAP Cycle

Bob Etheridge
State Superintendent of Public Instruction

Financial and Personnel Services
Instructional Services
Accountability Services
North Carolina Department of Public Instruction

Issued March 1994

TM 024132

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Message from the State Superintendent

This publication is a reference manual for use in developing or amending school improvement plans for the 1993-96 PBAP cycle. Each part of your plans—whether it is parent involvement, staff development, differentiated pay, requests for waivers, or some other component—holds the potential to significantly contribute to our larger mission and goal: to challenge ALL of North Carolina's public school students with high expectations to learn, to achieve, and to fulfill their potential. I hope you will take full advantage of the opportunities in the new legislation.

Bob Etheridge
State Superintendent of Public Instruction

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Introduction and Overviews

Introduction: What Is the Performance-Based Accountability Program?

> The Mission
>
> "The General Assembly believes that all children can learn. It is the intent of the General Assembly that the mission of the public school community is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential. With that mission as its guide, the State Board of Education shall develop and implement a Performance-Based Accountability Program."
>
> § 115C-238.1

The Performance-Based Accountability Program (PBAP) was established in 1989 with the passage of the School Improvement and Accountability Act (Senate Bill 2). In addition to establishing a specific mission for the public schools, it provides incentives for school systems to move beyond state accreditation and to set higher standards for student performance.

As a result of the legislation, schools have more flexibility in the implementation of school programs and may request waivers of some state laws and regulations. The annual Report Card, also established in 1989 as part of the Performance-Based Accountability Program, monitors the progress of each school system, comparing it to other systems in the state on an array of academic achievement, attendance, completion and other indicators.

Since 1989, amendments to PBAP legislation have expanded the planning and accountability components, assigned more responsibility for planning and implementation at the building level, and placed increased emphasis on parent and community involvement in developing and implementing both systemwide and building-level plans.

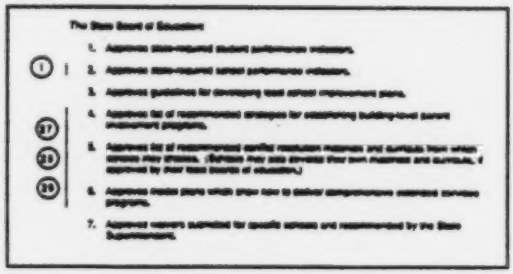
■ Important Notes About This Manual

1. This manual replaces previous PBAP guidelines, Developing *a Systemwide School Improvement Plan*, dated October 1, 1992.

2. It contains previous guidelines still in effect as well as new guidelines resulting from recent legislation.

3. NEW GUIDELINES are marked by vertical lines to the left of the text and provide direction for developing amendments to your school improvement plans or revised instructions related to plans.

   Circled numbers in the margins are cross referenced with the legislation provided at the back of the manual, so that you may refer to the exact wording of the law from which the guideline was developed.



(The legislation provided includes PBAP legislation in its entirety, excerpts from additional 1993 legislation that impacts school improvement plans, and legislation related to the Task Force on Site-Based Management.)

4. UNLESS OTHERWISE STATED, THE LEGISLATIVE GUIDELINES SUMMARIZED IN THIS DOCUMENT BECOME EFFECTIVE JULY 1, 1994 AND IMPACT ALL 1993-96 PBAP SCHOOL IMPROVEMENT PLANS. 1993-96 PLANS MUST BE AMENDED AS NECESSARY AND SUBMITTED TO THE DEPARTMENT OF PUBLIC INSTRUCTION BY APRIL 15, 1994.

■ Key Terms Used in This Manual

Key Terms

1. The term "all staff" refers to ALL individuals assigned to the school system or school building, whichever is being discussed.
2. Guidelines for school systems are described as "systemwide" or as applying to the "local administrative unit."
3. Guidelines for schools are identified using the descriptors "school-level" or "building-level."
4. The term "advisory panel" applies to the group of individuals who advise the local board of education in the development of the *systemwide* plans.
5. The term "building-level committee" applies to individuals who develop the *building-level (school)* plan.

■ An Overview of 1993 Amendments to PBAP Legislation

1. Local boards of education and schools *shall* make necessary adjustments to their PBAP SYSTEMWIDE ADVISORY PANELS AND BUILDING-LEVEL COMMITTEES so that parent members reflect the racial and socioeconomic composition of students enrolled in the school system or school. In addition, meetings shall be held at convenient times to assure substantial parent participation.

   Parent representatives for systemwide advisory panels and building-level committees *shall not* be employees of the school system or members of the school building staff. Teachers on system-level advisory panels *shall* be elected by a process which provides all teachers the opportunity to vote.

2. The systemwide plan *shall* set GOALS AND MILESTONES for post-secondary outcomes and for the following school performance indicators: community involvement, parent involvement, professional development of teachers, and school climate as it relates to student safety and the use of positive discipline. School systems and schools may define measures for each school performance indicator, based on local needs and goals.

3. A STAFF DEVELOPMENT COMPONENT *shall* be added to systemwide school improvement plans. The systemwide staff development plan shall be consistent with student and school performance goals and accommodate building-level staff development needs expressed in building level plans. In allocating staff development funds, local boards of education are advised to give first priority to funding to building-level staff development needs.

4. Schools *are encouraged* to include a comprehensive PARENT INVOLVEMENT PROGRAM in their building-level plans. The State Board of Education *shall* develop and make available to local units, by the beginning of the 1994-95 school year, a list of recommended strategies that it determines to be effective. The list then may be used by the building-level advisory committee to establish parent involvement programs designed to meet the specific needs of their schools.

5. Local school administrative units *are encouraged* to implement EXTENDED SERVICES PROGRAMS during nonschool hours that provide accessible, high-quality instructional programming for students . Before implementing an extended services program, the local school administrative unit *shall* conduct a needs assessment to identify students, schools, and communities that need extended services. The needs assessment *shall* include an evaluation of existing school and community resources and programs and *shall* identify how instruction in the core curriculum could be improved to meet the needs of children at risk of school failure. Goals and expected outcomes for the program *shall* be based on the needs assessment.

   Responsibilities for extended services program are shared by the local administrative units and the schools. The local administrative unit provides leadership in the assessment, development, and direction of the programs. Schools assume responsibility to implement the plan and may include this program component in their building-level plans. Model plans for extended services programs will be developed by the State Board of Education and disseminated to school systems and schools in early 1994.

6. Schools *are encouraged* to review the need for a comprehensive CONFLICT RESOLUTION PROGRAM and should such need be determined, *may* include details for such a program as part of their building-level plans for inclusion in their building-level plans. Schools *may* select from a list of existing programs to be provided by the State Board of Education or may develop their own materials and curricula for approval by the local board of education.

7. Specifications regarding who receives DIFFERENTIATED PAY and the process used to approve differentiated pay plans have been expanded and modified. Local administrative units *may* now propose a differentiated pay plan for all classes of personnel assigned to the central office. At the building level, all staff assigned to the school building are eligible for differentiated pay and *shall* be given an opportunity to vote by secret ballot on the differentiated pay plan.

8. New INFORMATION DISCLOSURE requirements for school systems and schools become effective as follows:

   a. Effective October 1, 1994, and by October 1 of each subsequent year, the principal *shall* disclose to all affected staff the total allocation of funds for **differentiated pay** and **staff development**. At the end of the 1994-95 fiscal year, and at the end of each subsequent fiscal year, the principal shall make available to all affected staff a report of all disbursements from the building-level **differentiated pay** plan and **all staff development** funds.

   b. Effective October 1, 1994, and by October 1 of each subsequent year, the superintendent shall disclose to all affected personnel the total allocation of all funds available to the school system for **staff development**. At the end of the 1994-95 fiscal year, and at the end of each subsequent fiscal year, the superintendent shall make available to all affected personnel a report of all disbursements from all **staff development** funds.

■ Steps Required to Amend Systemwide Plans

1. Provide an orientation for all personnel in the school system, the systemwide advisory panel, and building-level committees to communicate basic information about revising systemwide and building-level school improvement plans: how the process works, who does what and when, calendar of activities, lists of resources and contacts, etc.

2. Change the membership of the advisory panel so that parent membership reflects the racial and socioeconomic composition of the school system.

3. Amend your school improvement plan to comply with recent legislation. Amendments must include:

   a. Specific, measurable goals and milestones for the following indicators: post-secondary outcomes, community involvement, parent involvement, professional development of teachers, and school climate (Examples are provided in the Forms section of this document.)
   b. A staff development plan
   c. Differentiated pay plans for central office (if system participates in a differentiated pay plan)

4. Submit the amendments to the local board of education for approval.

5. Submit approved amendments to the Department of Public Instruction by April 15, 1994.

   a. Make sure the requested signatures appear on the *Statement of Assurances*

   b. Complete all requested information on the cover sheet

   c. Make ten photocopies of the amendments, including:
      - the cover sheet
      - the assurance form
      - goals and milestones form
      - appropriate cover sheets for differentiated pay plans

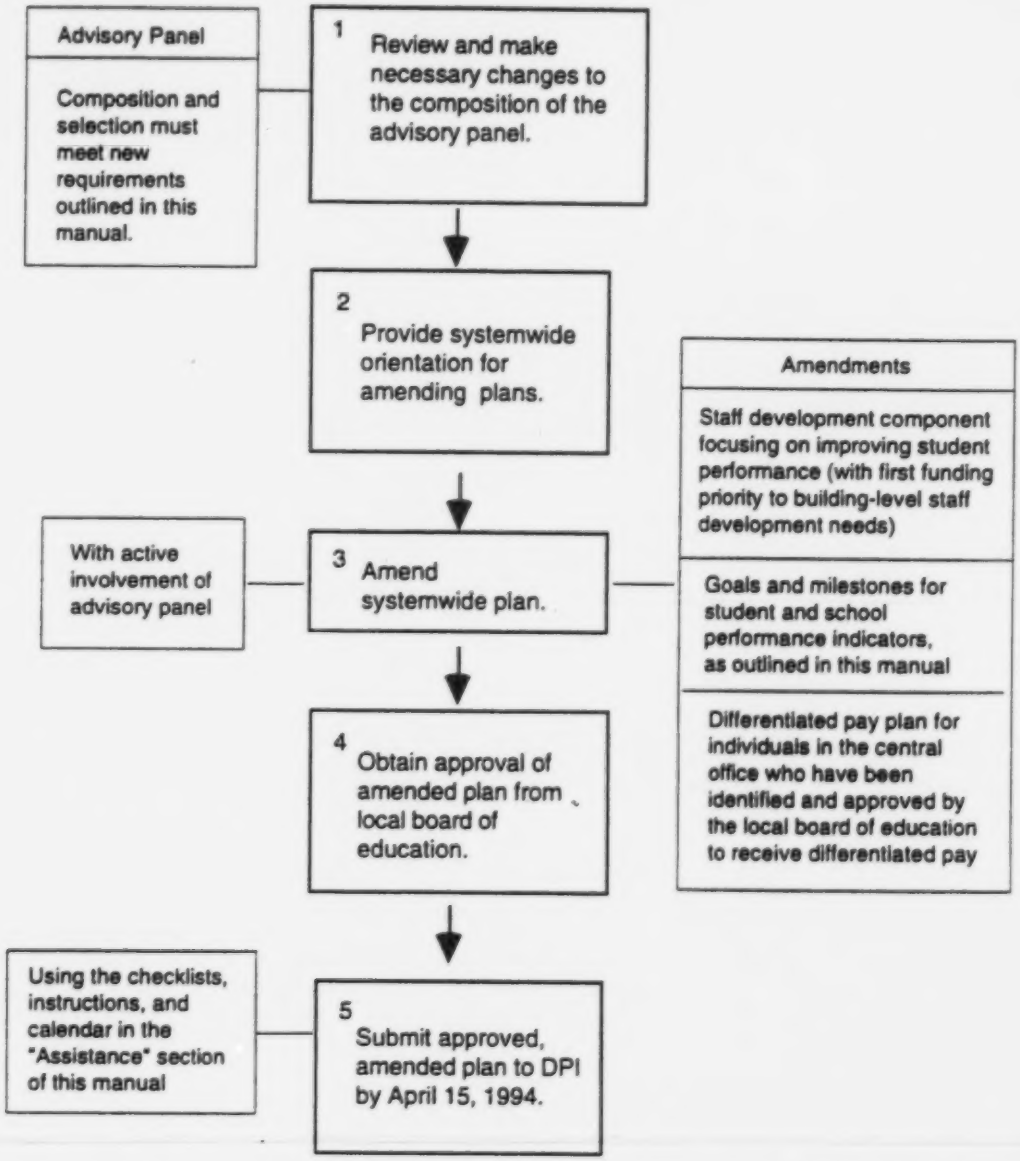
      (Note: It is not necessary to send your staff development plan.)

   d. Mail nine of the copies of the amendments to
      Roger Schurrer, Instructional Services
      Department of Public Instruction
      301 North Wilmington Street
      Raleigh, North Carolina 27601-2825

      Courier #56-02-00

   e. Mail one copy of the amendments to your Technical Assistance Center director.

LEA/Local Board Action


Advisory Panel
Composition and selection must meet new requirements outlined in this manual.
1 Review and make necessary changes to the composition of the advisory panel.
2 Provide systemwide orientation for amending plans.
With active involvement of advisory panel
3 Amend systemwide plan.
Amendments
Staff development component focusing on improving student performance (with first funding priority to building-level staff development needs)
Goals and milestones for student and school performance indicators, as outlined in this manual
Differentiated pay plan for individuals in the central office who have been identified and approved by the local board of education to receive differentiated pay
4 Obtain approval of amended plan from local board of education.
Using the checklists, instructions, and calendar in the "Assistance" section of this manual
5 Submit approved, amended plan to DPI by April 15, 1994.

■ Steps Required to Amend Building-Level Plans

1. Change the membership of the building-level committee so that parent membership reflects the racial and socioeconomic composition of the school system.

WITH THE BUILDING-LEVEL COMMITTEE:

2. Amend your building-level plan to comply with recent legislation. Amendments may include:
   a. A statement of staff development needs, specifically focused on improving student performance.
   b. Building-level goals and milestones for post-secondary outcomes, community involvement, parent involvement, professional development of teachers, and school climate

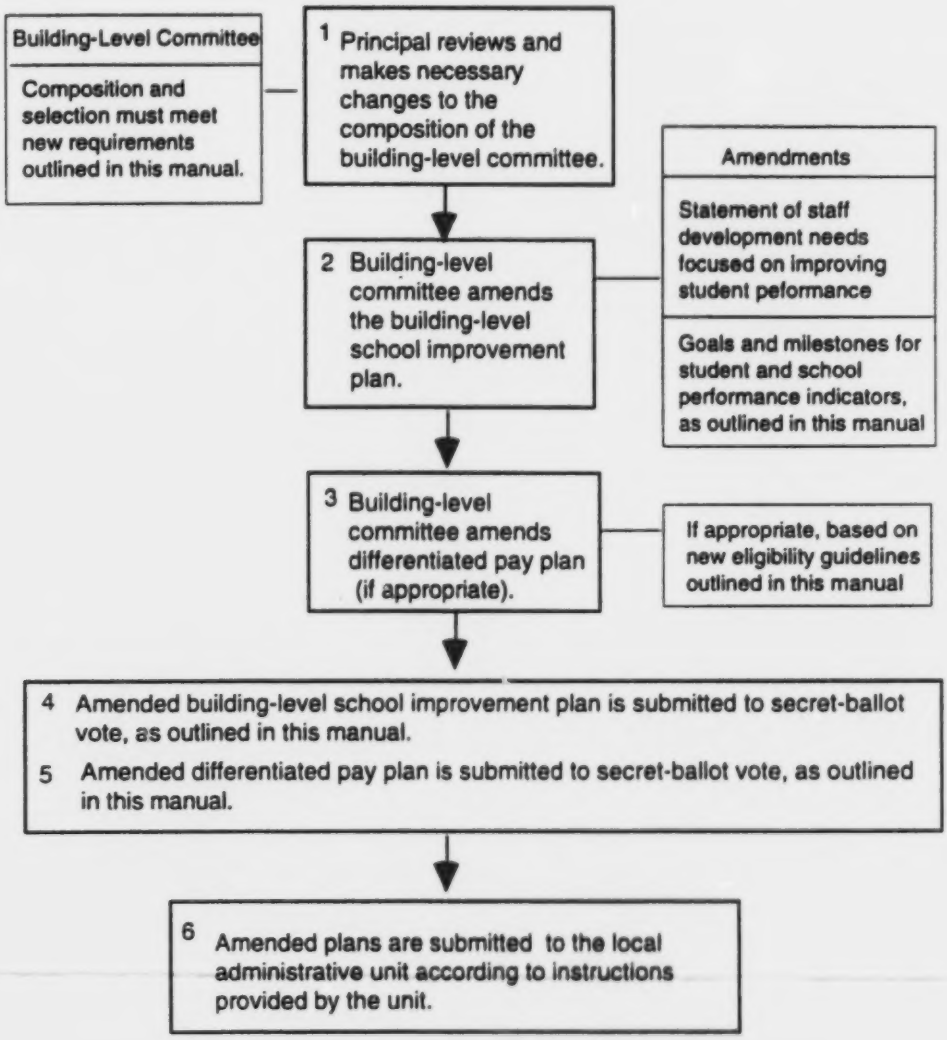
3. Submit amendments to the building-level plan for a secret-ballot vote to all staff assigned to the school building. The amended plan must be approved by the majority of the staff who vote on it.

4. The 1993 amendments to the Performance-Based Accountability Act make all staff at the school building eligible for differentiated pay. After reviewing the new eligibility guidelines for differentiated pay, the building-level committee may recommend to the building-level staff an amended differentiated pay plan for approval by the local board of education.

   All staff assigned to the school building must then be given the opportunity to vote for one of the above options using a secret-ballot voting process.

5. Submit amendments to the school improvement plan and the differentiated pay plan to the local board of education for approval.

Building-Level Action


Building-Level Committee
Composition and selection must meet new requirements outlined in this manual.
1 Principal reviews and makes necessary changes to the composition of the building-level committee.
Amendments
Statement of staff development needs focused on improving student peformance
Goals and milestones for student and school performance indicators, as outlined in this manual
2 Building-level committee amends the building-level school improvement plan.
3 Building-level committee amends differentiated pay plan (if appropriate).
If appropriate, based on new eligibility guidelines outlined in this manual
4 Amended building-level school improvement plan is submitted to secret-ballot vote, as outlined in this manual.
5 Amended differentiated pay plan is submitted to secret-ballot vote, as outlined in this manual.
6 Amended plans are submitted to the local administrative unit according to instructions provided by the unit.

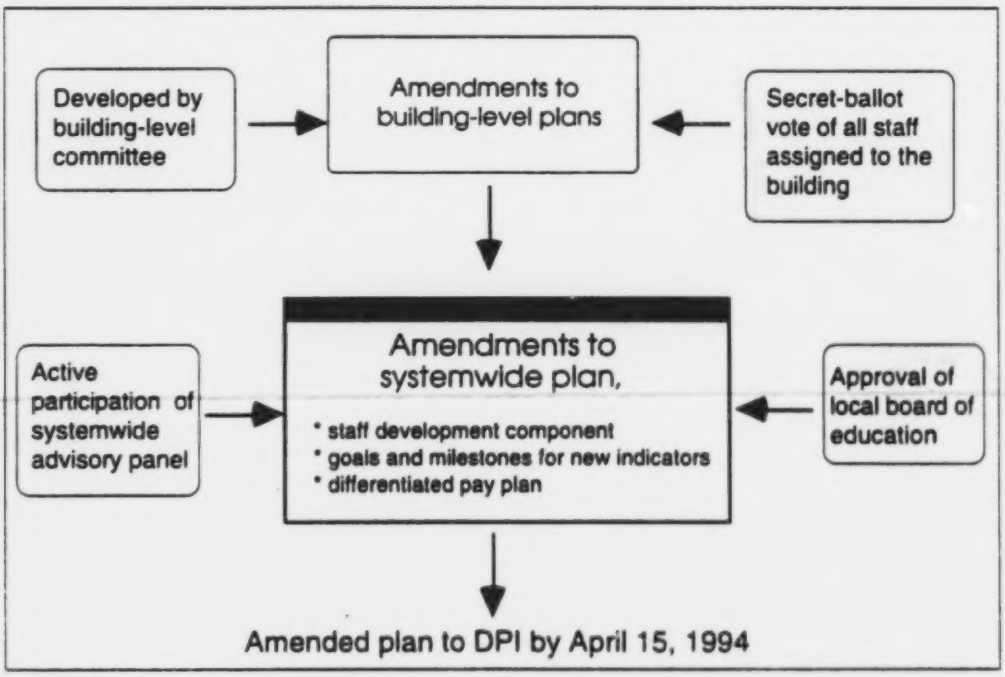
■ Overview of the Amendment Process: From Building Level to System Level

1. All LEAs who participate in the Performance-Based Accountability Program must submit an amended systemwide school improvement plan, including a staff development component, goals and milestones for new performance indicators, and a differentiated pay plan.

2. It is the responsibility of the local board to actively involve the systemwide advisory panel in the development of a systemwide staff development plan and in any amendments to local student performance goals.

3. It is the responsibility of the building-level committee to develop the building-level plan and any amendments to that plan. The plan is to be submitted to building-level staff for approval before it is submitted to the board for inclusion in the systemwide plan.

4. Legislation requires that the parent members of the systemwide advisory panel and the building-level committee reflect the racial and socioeconomic composition of the school system. Parent members may not be employees of the school system.


Developed by building-level committee
Amendments to building-level plans
Secret-ballot vote of all staff assigned to the building
Active participation of systemwide advisory panel
Amendments to systemwide plan,
* staff development component
* goals and milestones for new indicators
* differentiated pay plan
Approval of local board of education
Amended plan to DPI by April 15, 1994

Program Guidelines

■ Participation in the Performance-Based Accountability Program (PBAP)

1. If an LEA wishes to participate in the Performance-Based Accountability Program...

   The LEA shall develop a **three-year** school improvement plan approved by the State Superintendent. The 1993-1994 school year is the first year in the current systemwide three-year plan. Recent legislation eliminated the option of developing four and five-year plans.

2. If an LEA participates in the Performance-Based Accountability Program...

   The LEA may receive funds for differentiated pay for certain state-paid employees, as specified in this manual.

3. If an LEA elects not participate in the Performance-Based Accountability Program...

   The LEA:

   - will be subject to the opportunity standards of the State Accreditation Program,
   - will not be eligible for differentiated pay, and
   - will not be eligible for waivers.

4. Whether an LEA participates in the Performance-Based Accountability Program or not...

   The LEA is subject to the testing and reporting provisions of the legislation.

Role of the State Board of Education in Adopting PBAP Indicators and Guidelines

The State Board of Education:

1. Approves state-required student performance indicators.
2. Approves state-required school performance indicators.
3. Approves guidelines for developing local school improvement plans.
4. Approves list of recommended strategies for establishing building-level parent involvement programs.
5. Approves list of recommended conflict resolution materials and curricula from which schools may choose. (Schools may also develop their own materials and curricula, if approved by their local boards of education.)
6. Approves model plans which show how to deliver comprehensive extended services programs.
7. Approves waivers submitted for specific schools and recommended by the State Superintendent.

(1) (27) (28) (29)

Notes

The performance indicators referred to in numbers 1 & 2 above are defined in a subsequent sections of this manual.

(Guidelines for STUDENT performance goals and milestones begin on Page 20.)
(Guidelines for SCHOOL performance goals and milestones begin on Page 21.)

■ Development, Submission, and Approval of Systemwide Plans

1. Local administrative units are responsible for:
   a. Developing a systemwide plan for school improvement and accountability that meets the requirements and guidelines specified in this manual. (See section of this manual entitled "Plan Components.")
   b. Notifying each school in the system of its responsibilities to develop and submit a building-level improvement plan that is based on systemwide student performance goals and that is appropriate to the school.
   c. Furnishing each school the necessary instructions and forms for developing and submitting building-level plans, and providing assistance when necessary.
   d. Reviewing all building-level school improvement plans, differentiated pay plans, and waivers to see that they are consistent with systemwide goals and strategies.

2. Systemwide plans must be developed WITH THE ACTIVE INVOLVEMENT OF A SYSTEMWIDE ADVISORY PANEL, whose selection and composition meet the requirements outlined under "Systemwide Advisory Panels" in this manual. (5)

3. Systemwide plans MUST include required student and school performance goals and strategies and a systemwide staff development plan, and may include a differentiated pay plan for those individuals in the central office who are approved by the local board to receive differentiated pay. The plans may also include differentiated pay plans from individual schools, waivers for individual schools, and other optional components. (7) (17)

4. The entire systemwide plan, including building-level school improvement plans, differentiated pay plans, and requests for waivers, must be submitted to the local board of education for approval.

5. Plans approved by the local board of education must then be submitted to the State Superintendent of Public Instruction.

6. The State Superintendent of Public Instruction:
   a. Determines if plans comply with policies and performance indicators adopted by the State Board of Education and approves or rejects plans.
   b. Reviews requested waivers to determine if identified laws, regulations, or policies should be waived and to what extent.
   c. Submits recommended waivers to State Board of Education for approval.

■ Development, Submission, and Approval of Building-Level Plans

1. The State Board of Education shall adopt a set of student performance indicators that shall include attendance rates, dropout rates, test scores, parent involvement, and post-secondary outcomes.

2. Schools are responsible for developing a building-level plan for school improvement and accountability that meets the requirements and guidelines specified in this manual. (See section of this manual entitled "Plan Components.")

(9) 3. Building-level plans must be developed BY A BUILDING-LEVEL COMMITTEE, whose selection and composition meet the requirements outlined in this manual.

(7) 4. The building-level plan MUST contain:

   a. Measurable goals and milestones for school and student performance indicators that are specific to the school *and* consistent with systemwide performance goals and milestones.
   b. A statement of building-level staff development needs.

   It MAY include

   a. A differentiated pay plan for designated staff as outlined in this manual.
   b. Requests for waivers as outlined in this manual.
   c. Other optional components determined by the building-level committee.

> *Note*
>
> While building-level plans must support and be compatible with the systemwide plan, their primary focus should be on the unique needs and goals of the specific school.

5. The building-level plan must be presented to ALL STAFF ASSIGNED TO THE SCHOOL BUILDING for a secret-ballot vote and must be approved by the majority of the staff who vote on it.

6. Building-level plans that have been approved as outlined in 5. above are submitted to the local administrative unit according to the format and schedule determined by the administrative unit and local board of education.

7. The Local Board of Education:

   a. Shall accept or reject any building-level school improvement plans, differentiated pay plans, and requests for waivers.
   b. Shall not make any substantive changes in any building-level plan that is accepted. "Substantive" is defined as a change that alters the meaning, quantity, or intent of the plan.
   c. Shall, when a building-level plan is rejected, state with specificity its reasons for rejecting the plan.

8. Upon notification of rejection, the building-level committee may prepare another plan and present it to the local board for inclusion in the systemwide plan.

9. If no building-level plan and/or differentiated pay plan is accepted for a school before March 15, the board may develop a plan for the school for inclusion in the systemwide plan. If this occurs, the legislation requires that the board develop a plan that utilizes, to the maximum extent possible, the school improvement and differentiated pay plans proposed by the school.

10. Plans, and an explanation of the actions of the local board, are returned to the building-level committee for information or revision.

■ Monitoring, Disclosure, and Reporting

The State Board of Education shall:

- Develop a system of school building improvement reports for each school building, to measure improvement in student performance at each school building from year to year, NOT to compare school buildings.
- Produce an annual report card for the state and for each school administrative unit. These reports document student performance, accreditation status, and progress toward state and systemwide school improvement goals.

Local Superintendents shall disclose information as indicated below.

(24)
- By October 1, 1994, and by October 1 of each subsequent year, superintendents shall disclose to all affected staff the total allocation of all FUNDS AVAILABLE FOR SYSTEMWIDE STAFF DEVELOPMENT.
- At the end of the 1994-95 fiscal year, and at the end of each subsequent fiscal year, superintendents shall report to all affected staff all DISBURSEMENTS FROM ALL STAFF DEVELOPMENT FUNDS.

(25)
- By March 15, 1995, and annually thereafter, the local board of education shall submit to the Department of Public Instruction REPORTS OF SCHOOL BUILDING IMPROVEMENT based on building-level data for the prior school year.*

* These reports should not be confused with building-level school improvement *plans*, which are developed at the building level. Guidelines describing the content and format for the reports will be distributed in the spring of 1994.

Principals shall disclose information as indicated below.

(24)
- By October 1, 1994, and by October 1 of each subsequent year, principals shall disclose to all affected staff the total allocation of all FUNDS AVAILABLE FOR BUILDING-LEVEL STAFF DEVELOPMENT AND FOR DIFFERENTIATED PAY.

(14)
- At the end of the 1994-95 fiscal year, and at the end of each subsequent fiscal year, principals shall report to all affected staff all DISBURSEMENTS FROM ALL STAFF DEVELOPMENT FUNDS AND FROM DIFFERENTIATED PAY FUNDS.

Plan Components

■ Systemwide Advisory Panels

A primary intent of the School Improvement and Accountability Act is that those closest to students be involved in the plans and decisions that will improve student performance. The importance of this involvement is emphasized by the following requirements outlined in the legislation:

1. An advisory panel shall be established and involved in the development of student performance goals for the systemwide plan.

2. At least 50% of the advisory panel shall be teachers. LEAs shall actively involve a substantial number of school administrators, other school staff, and parents of children enrolled in the local school administrative unit.

3. Every teacher in the local administrative unit shall have an opportunity to elect by secret ballot the teachers who are on the advisory panel. (6)

4. The advisory panel shall ensure substantial parent participation. Parents serving on the advisory panel:
   a. Shall NOT be employees of the school unit.
   b. Shall reflect the racial and socioeconomic composition of the students enrolled in the unit (5)

5. The advisory panel shall meet at convenient times to ensure substantial participation of parents.

■ Building-Level Committees

1. The building-level committee is to be made up of the principal, teachers, other staff members, and parents of children enrolled in that school.

2. It is the intent of the General Assembly that parents, along with teachers, have a substantial role in developing student performance goals at the building level.

   a. Building-level committee meetings shall be held at convenient times to assure substantial parent participation. (10)

   b. Parents serving on building-level committees shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall NOT be members of the building-level staff. (9)

■ STUDENT Performance Goals and Milestones

• Systemwide Student Performance Goals and Milestones •

1. The State Board of Education shall adopt a set of student performance indicators that shall include attendance rates, dropout rates, test scores, parent involvement, and post-secondary outcomes. For more information on post-secondary outcomes, refer in the Forms section to the 1993 Addendum form and the page that immediately follows it.
2. Systemwide plans shall establish specific, measurable goals for all student performance indicators adopted by the State Board.
3. If the LEA wishes to participate in the Performance-Based Accountability Program, the 1993-1996 school improvement plan shall set specific and measurable goals for each student performance indicator required by the State Board of Education. Each plan shall include annual milestones, with the third-year milestone serving as the target goal. In addition to establishing goals for the required indicators, LEAs are encouraged to establish optional indicators, with stated goals and milestones.
4. All systemwide goals and milestones shall be recorded on the appropriate forms and included in the 1993-1996 school improvement plan. The plan, including the student performance goals, shall be developed with input from an advisory panel and approved by the local board of education.
5. In keeping with the mission of the Performance-Based Accountability Program:
   - LEAs are expected to project overall improvement across all performance indicators.
   - LEAs may not establish, for any performance indicator, a goal that is lower than the performance for the current status year for that indicator (except as indicated under 3.a. on page 26).

The instructions for completing the necessary forms are provided later in this section.

• Building-Level Student Performance Goals and Milestones •

Building-level student performance goals and milestones are to be specific to the school and more broadly related to systemwide performance goals and milestones. Schools should obtain primary direction for building-level student performance goals and milestones from the building-level committee and the local administrative unit.

■ SCHOOL Performance Goals and Milestones

• Systemwide School Performance Goals and Milestones •

1. The State Board is to adopt guidelines for indicators to gauge the following: (2)
   a. community involvement
   b. parent involvement
   c. professional development of teachers, and
   d. school climate, with regard to the safety of students and employees and the use of positive discipline.
2. These indicators shall not rely predominantly on test scores. (2)
3. No later than February 1, 1994, the State Board of Education shall report to the Joint Legislative Education Oversight Committee on the guidelines for the school performance indicators that are adopted. (26)
4. School performance indicators shown in "1" above shall be incorporated in systemwide school improvement plans modified or adopted after March 15, 1994. (26)

Following are examples for developing new indicators and milestones in the four areas prescribed by recent legislation. Each local board of education is to amend its systemwide school improvement plan to include one or more indicators for each of the four areas.

Examples only. No cross-reference to legislation applicable.

a. Community Involvement

An *example* of a community-to-school goal might be to incorporate modern business practices into school operations; an indicator for this goal could be school/business/higher education partnerships to develop school and systemwide total quality educational management programs.

An *example* of a school-to-community goal might be to provide school academic resources to the community; indicators could include community school programs or student research assignments directed to the solution of community problems.

b. Parent Involvement

An *example* of a parent involvement goal might be to establish a program for increasing parent participation in a systemwide homework policy requiring parent signatures on student homework. Indicators for this goal might include the percentage of all parents in the school system who regularly signed off on their child's homework papers during a given month.

In addition to the *requirement* that parental involvement indicators be included in systemwide school improvement plans, legislation *encourages* individual schools to include comprehensive parent involvement programs as part of their building-level plans.

c. Professional Development of Teachers

The goals/indicators for professional development of teachers are to address, or be directly related to, the goals/indicators set for improvements in student performance. *For example*, suppose yearly improvement in Grade 6 Writing scores, as reflected in milestones set, is a goal of your systemwide school improvement plan. A parallel goal and set of milestones could be set for a staff development indicator that addresses improved instruction in Grade 6 writing classes.

d. School Climate

Examples only. No cross-reference to legislation applicable.

A positive school climate is defined either as the absence of negative influences or as the presence of positive influences. School systems may choose to address either or both in their improvement plans. In determining specific needs for which improvement goals are to be established, it is recommended that school systems refer to plans they may have developed in response to the Special Provision regarding Safe Schools of the 1993 Appropriations Act (Section 139 of Senate Bill 27). Attention may also be given to school violence reports required under G.S. 115C-12(21), also found in Section 139. In addition, school systems may wish to establish goals/indicators that support the development of a sense of community in schools, such as student involvement in planning and school operations, adoption of positive discipline techniques, and incorporation of total quality concepts in all school activities.

• Building-Level School Performance Goals and Milestones •

Building-level school performance goals and milestones are not required. However, if schools wish to address any or all of them, direction for their development should come from the building-level committee and the local administrative unit.

■ Student and School Performance Indicators

General Statute 115C-238.1 stipulates that the State Board of Education shall adopt *a set of student performance indicators for measuring and assessing student performance in the participating local school administrative units.*

Initially, the State Board adopted a set of performance indicators for Senate Bill 2 which was composed of accreditation standards plus the SAT. With changes in the State Testing Program effective in 1992-93, some performance indicators have been deleted and others added. The following list of performance indicators have been adopted by the State Board of Education for the 1993-96 Performance-Based Accountability Program. Additional indicators may be adopted by local boards of education at their option.

ATTENDANCE INDICATORS

- Attendance
- Dropouts, Grades 7-12

COMPLETER INDICATORS

- 5 Units of Credit for Graduation
- UNC System Entrance Requirements
- N.C. Scholars Program
- Vocational and Technical Education Completer Unemployment Rate
- Number of Certificates Issued
- Scholastic Aptitude Test
- Post-Secondary Outcomes (Refer in the Forms section to the 1993 Addendum form and the list of indicators that immediately follow it.) (1)

SCHOOL INDICATORS

- Community Involvement
- Parent Involvement (2)
- Professional Development of Teachers
- School Climate

ACADEMIC PERFORMANCE INDICATORS

Reading/Language

- Writing Essay Test, Grades 4, 6 and 8
- Multiple Choice Test Reading, Grades 3-8
- English I Test
- English II Test
- Compensatory Reading

Mathematics

- Multiple-Choice Test, Mathematics, Grades 3-8
- Algebra I Test
- Algebra II Test
- Geometry Test
- Algebra II Participation
- Geometry Participation
- Compensatory Mathematics

(continued)

ACADEMIC PERFORMANCE INDICATORS (CONTINUED)

Science	• Multiple-Choice Test, Grades 3, 6, 8 • Physical Science Test • Biology Test • Chemistry Test • Physics Test • Chemistry Participation • Physics Participation
Social Studies	• Multiple-Choice Test, Grades 3-8 • Economic, Legal, Political Systems Test • U.S. History Test

Note on Open-Ended End-of-Grade Test Indicators

Change in instructions only. Cross-reference to legislation not applicable.

Although their results will be reported on LEA Report Cards and building-level School Improvement Reports, open-ended End-of-Grade tests have been removed from the list of indicators to be used in the 1994-1996 cycle of the Performance-Based Accountability Program. Following is an explanation related to this decision.

Historically, when a new state End-of-Grade or End-of-Course test is ready for administration, it is added to the list of accreditation standards and PBAP indicators and is considered to have equal weight with all other tests on the standards and indicators lists. During the development of the open-ended tests for grades 3-8, it was anticipated that a single open-ended test score for each grade would be established. (This was reflected in the initial version of the PBAP guidelines.) In subsequent experience with the open-ended tests, however, two problems were encountered that prompted a decision to delay reporting of results until the next PBAP cycle:

1. It is not technically possible to combine the various open-ended scores into a single score. Consequently, instead of one open-ended score for each grade (a total of six), there will be three—reading, mathematics, and social studies (a total of 18).

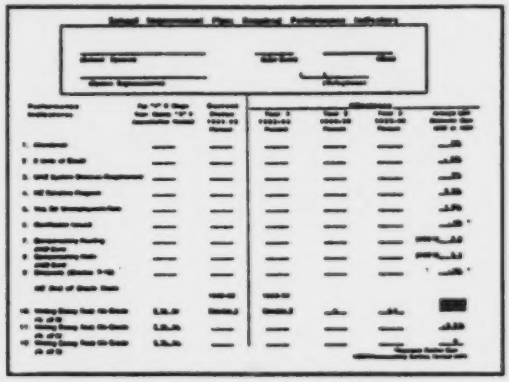
2. The amount of skills and content measured by any open-ended test is equivalent to only about one-fourth the material measured by its associated multiple-choice test. Therefore, it is not appropriate to give equal weight to the open-ended tests when comparing them to other tests included among the accreditation program standards and PBAP indicators.

In spite of the incomparability of scores, material related to the open-ended tests is extremely important for all students to know. Finding a way to determine the correct relationship between open-ended and multiple-choice tests, for accountability purposes, is a high priority that will be pursued during the next three years, as more extensive experience with the tests is gained.

■ Instructions for Completing Forms for Student and School Performance Goals and Milestones

❑ Instructions for Completing the Form Entitled
School Improvement Plan: Required Performance Indicators:

(The form to be completed is provided in the Forms section of this manual.)



1. In the first column (Performance Indicators) are listed all required indicators for which LEAs shall project improvement.

2. In the second column, enter the percent or raw score (whichever applies) for the current status year 1991-1992. Note that no lines are supplied for the new indicators, since there are no existing data for these. The current status year for the new indicators will be 1992-1993. Data for these indicators can be added to the plan when they become available after the 1992-1993 testing has been completed.

3. In the columns under "Milestones," enter the projected milestone (the percent or raw score, whichever applies) in the appropriate column. All existing test indicators will be based on mean raw scores. Indicators for new end-of-grade and end-of-course tests are to be based on scale scores. (See page 25 for information about using proficiency levels based on scale scores in establishing goals and milestones.)

Change in instructions only. Cross-reference to legislation not applicable.

School systems may choose to use single year averages for all milestones or to apply the same averaging procedures used for state accreditation to set goals/milestones for indicators for which data already exist. An exception to the single year method is Writing in Grades 4, 6, and 8, which uses two-year averages, based on the percentage of students scoring 2.5 or higher.

Before setting the goals for 1993-1996, read the applicable explanation or instructions in the box that follows.

3. "Milestones" Column (Continued from previous page)

a. If an LEA's average for any indicator is substantially higher than the current state average for that indicator ("substantially higher" is defined as one standard deviation above the state average)...	The LEA shall establish a goal that remains at least one standard deviation above the state average.
b. If an LEA meets 75% of state accreditation standards for 1991-1992...	(1) The LEA shall establish goals that project improvement for all accreditation standards that were <u>not</u> fully met in 1991-1992 **and** (2) The LEA shall project growth or maintenance for those accreditation standards that <u>were</u> fully met in 1991-1992. In addition, the LEA may establish optional performance goals, including goals that project improvement for specific groups of students.
c. If an LEA <u>does not</u> meet 75% of state accreditation standards for 1991-1992...	The LEA shall establish goals that project improvement on all standards that were <u>not</u> fully met and, at least, maintenance for all standards that were fully met.

(continued)

3. "Milestones" Column (Continued from previous page)

   For those indicators that have no current status data available, LEAs shall set milestones that reflect positive gains for the three-year plan. Goals for these indicators shall be considered met if either of the following occur:

   - A projected gain in test scores is achieved in the each year subsequent to the baseline year of the plan.

     OR

   - Gains in test scores are achieved over the entire three-year period that are equal to or greater than 75% of the state average gain for the same three-year period. (This condition applies only to those indicators that have three consecutive years of comparable data.)

     OR

   - Based on statewide norms established by 1992-93 testing, a projected gain is achieved by each cohort group each of the three years of the plan.

   School systems may also choose to base goals and milestones on the percent of students scoring at or above grade level for End-of-Grade Test indicators, or at or above the proficient level for End-of-Course Test indicators. If this procedure is followed, the baseline year is 1992-1993 for all of these indicators. Baseline data calculated by the Department of Public Instruction will be available with the release of the 1993 Report Card in January 1994.

4. To assist LEAs in planning, the last column on the form provides data on the average one-year gain statewide for each indicator that has current status data available.

5. Milestones for Performance Indicator 8 (compensatory mathematics) are to be included only for LEAs that offer a compensatory mathematics program under Chapter 1.

6. Milestones are to be set for all state-established indicators; however, LEAs will be held accountable only for the test indicators for which funding is available to test *all* students.

7. The Department of Public Instruction will calculate performance rounded to one-tenth of a point. Accordingly it will require at least one-tenth of a point to show a change in any given measure, except as noted in "8" below.

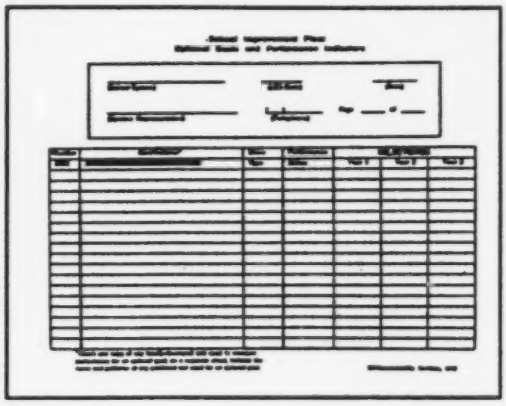
8. Since normal curve equivalent (NCE) scores are themselves an indication of an overall gain in performance, school systems will need to set a goal of at least one NCE gain each year of the school improvement plan. A school system may choose to set a level higher than one NCE for its milestones, but must meet that higher level for the milestones to have been met.

9. A school system must meet at least 75 percent of its combined required and optional milestones/goals for a plan to reach a satisfactory level of achievement.

Change in instructions only. Cross-reference to legislation not applicable.

❑ Instructions for Completing the Form Entitled
School Improvement Plan: Optional Goals and Performance Indicators

(The form to be completed is provided in the Forms section of this manual.)



1. In the first column (Number), assign a number for each indicator listed (for example, 1....5; 52....56).

2. In the second column, list the name of the goal/indicator.

3. In the column under "Score Type," indicate the metric used to measure performance (for example, percent, mean raw, median %ile).

4. Under "Performance Status," indicate the performance level for the current status year (1991-1992).

5. In the columns under "Milestones," enter the projected milestone (stated in terms of the score type) in the appropriate column.

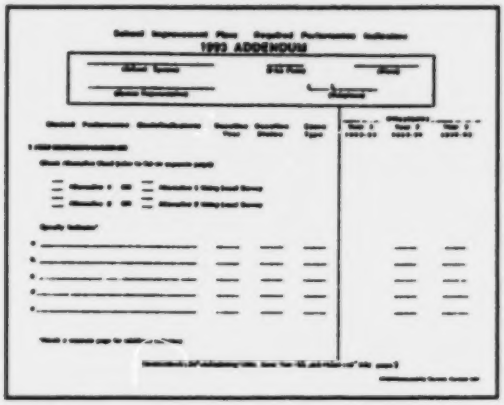
Important Notes:

- If a published test is used to measure the performance of an optional goal, list the goal on a separate sheet of paper and the name and publisher of the test.

- If a locally-developed test is used to measure the performance of an optional goal, attach one copy of the test and indicate the goal it is used to measure.

❑ Instructions for Completing the Form Entitled
School Improvement Plan: Required Performance Indicators, 1993 Addendum

(The form to be completed is provided in the Forms section of this manual.)



Change in instructions only. Cross-reference to legislation not applicable.

Post Secondary Outcomes:

1. Check the alternative selected by the school system. (Refer to list on the next page.)
2. In the first column, specify the indicators selected, up to a total of five. Each required post secondary indicator goes into effect when statewide data for that indicator are available.

Community Involvement, Parent Involvement, Teacher Professional Development, and School Climate:

1. In the first column, specify the indicator selected.
2. If more than two indicators are specified for any of the four categories, attach additional indicators on a separate page.
3. School systems may define measures for each indicator, based upon local needs and goals.

For All Indicators:

1. In the second column, indicate the baseline year (school year) with which milestone data are to be compared.
2. Under Baseline Status enter the actual performance for each indicator for the baseline year.
3. For Score Type, indicate the type of measure to be used for each indicator (e.g., percent, N-count).
4. No milestone data are needed for Year 1, 1993-94, since the Addendum applies only to years two and three of the current PBAP cycle. The Baseline Year for some indicators may be 1994-95, or later, depending upon the availability of data.

■ Differentiated Pay Plans

1. Eligibility Guidelines

Differentiated pay plan funds are available to administrative units participating in the Performance-Based Accountability Program.

(3) • Central Office Pay Plan •

(16) The local board of education shall develop a plan for differentiated pay for all classes of personnel assigned to the central office that the local board determines are participants in the development or implementation of the systemwide school improvement plan.

(17) • Building-Level Pay Plan •

ALL STAFF ASSIGNED TO THE SCHOOL BUILDINGS are eligible to receive differentiated pay. Differentiated pay based on a locally designed, school-based performance program may be paid to certified and noncertified staff members who are specified in the building-level pay plan.

2. Plan Content

a. A local systemwide differentiated pay plan must include (1) a plan for central office personnel, which must be developed by the local board of education and (2) any approved pay plans for building-level staff, which must be developed by individual schools as part of building-level school improvement plans.

b. Differentiated pay plans, whether they are for central office or building-level staff, shall be based on:

(1) A career development pilot program;
(2) A lead teacher pilot program;
(3) A locally designed school-based performance program, subject to limitations and guidelines adopted by the State Board of Education;
(4) A differentiated pay plan that the State Board of Education finds has been successfully implemented in another state; or
(5) A locally designed plan including any combination or modification of the foregoing plans.

If option b.(3) is used, the plan shall state that upon achievement of established goals, the local board of education will decide which certified staff members contributed to the attainment of the goals. The board shall base its decision on recommendations that shall come from: (1) the superintendent and (2) any other person or committee designated in the differentiated pay plan. The "other" person may be the principal, a school-based committee, or any other person or local committee. Differentiated pay bonuses will then be distributed to the employees named by the local board of education.

c. A differentiated pay plan may also authorize the use of state differentiated pay funds for staff development and planning activities consistent with the intent of the Performance-Based Accountability Program. If it is necessary to provide teachers time to participate in the activities and planning, differentiated pay plans may authorize the use of funds for paying substitute teachers.

3. Role of Local Board of Education in Building-Level Differentiated Pay Plans

a. The local board shall accept or reject all building-level differentiated pay plans.

b. The board shall not make any substantive changes in any building-level differentiated pay plan that is accepted.

c. If a building-level differentiated pay plan is rejected, the board shall state with specificity its reasons for rejecting the plan. Upon notification of rejection, the school principal, representatives of the building-level staff, and parents of children enrolled in the school may prepare another plan, submit it to eligible staff for a secret-ballot vote, and, if it is approved by the majority who vote, present it to the local board for inclusion in the systemwide plan.

d. If no differentiated pay plan is accepted for a school before March 15, the board may develop a plan for the school for inclusion in the systemwide plan. If this occurs, it is the intent of the legislation that the board develop a plan that utilizes, to the maximum extent possible, the differentiated pay plan proposed by the school.

4. Vote and Submission

• Building-Level Pay Plan •

a. Building-level differentiated pay plans are developed by the building-level committee and submitted to the local board of education.

b. The principal of the school shall present the proposed building-level differentiated pay plan to ALL STAFF ASSIGNED TO THE SCHOOL BUILDING for review and vote by secret ballot. (15)

c. The plan must receive the approval of the majority of the staff who vote.

d. Only those differentiated pay plans which have been approved by the appropriate individuals during a secret-ballot vote shall be considered for inclusion in the systemwide differentiated pay plan.

5. Guidelines for Disbursing Funds

a. Differentiated pay plans shall be implemented with funds available for purposes specified above (Acceptable Basis for Differentiated Pay Plans). (18)

b. All state differentiated pay funds, whether used as differentiated pay or for staff development, shall become available for expenditure July 1 of each fiscal year and shall remain available until November 30 of the subsequent fiscal year. (19)

c. Differentiated pay plans shall not include an across-the-board differentiated pay distribution.

d. Any additional compensation received by an employee as a result of the unit's participation in the differentiated pay plan shall be paid as a bonus or supplement to the employee's regular salary. If an employee in this situation does not receive additional compensation, this will not be construed as a demotion, as it is defined by law.

(20) e. Individuals who derive salary from state funds shall receive differentiated pay as follows:

(21) (1) An employee who derives a state salary from only one state source shall be paid differentiated pay monies from that source only.

(2) An employee who derives a state salary from more than one source shall be paid differentiated pay monies proportionally based on the pro rata share of each salary source.

6. Disclosure of Allocation and Disbursement of Funds

• Building-Level Pay Plan •

(14) a. Effective October 1, 1994, and by October 1 of each subsequent year, the principal shall disclose to all staff designated to receive differentiated pay the total allocation of funds for differentiated pay.

b. At the end of the 1994-95 fiscal year, and at the end of each subsequent fiscal year, the principal shall make available to all staff designated to receive differentiated pay a report of all disbursements from the building-level differentiated pay plan.

7. Length of Time Differentiated Pay Plans Remain in Effect

When approved, systemwide differentiated pay plans remain in effect for no more than three years.

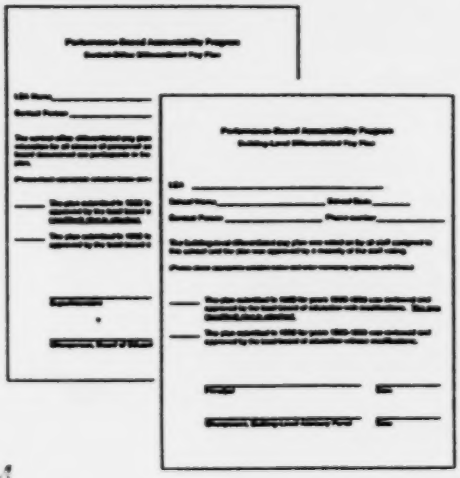
8. Submitting Amendments

Differentiated pay plans may be amended annually with the following restrictions:

Amendments to differentiated pay plans for the 1994-95 school year must be completed in 1993-94; and those for the 1995-96 school year must be completed during 1994-95. Specific timelines established by the local administrative unit or by local board policy should guide the submission process.

b. School systems who wish to submit amendments should follow the required steps for differentiated pay plan development and submit the plan(s) to the local board of education for approval.

If approved by the local board, the administrative unit must then complete the appropriate forms and include them *within* the systemwide plan. (Necessary amendment forms are provided in the Forms section of this manual.)



■ Staff Development Plans

1. Strategies for attaining local school performance goals shall include a plan for the use of staff development funds that may be made available to the school by the local board of education to implement the building-level plan. (4)

2. The systemwide staff development plan shall: (11)
   a. Be consistent with the systemwide goals.
   b. Include a component to accommodate the staff development needs at the building level, as expressed in each building's improvement plan. (7)

3. In allocating all staff development funds, local boards of education are advised to give first priority to funding of the building-level staff development plan. (8)

4. All staff development funds the local board of education makes available to an individual school to implement the local school improvement plan shall be used in accordance with the building-level plan set out in the systemwide plan. (23)

5. Each school building shall have the flexibility to combine its staff development funds with other schools in the local school administrative unit when the staff development needs of those schools are substantially similar, as expressed in their approved building-level plans. (8)

• Use of Staff Development Funds •

Systemwide Disclosure and Reporting

1. Effective October 1, 1994, and by October 1 of each subsequent year, the superintendent shall disclose to all affected personnel the total allocation of all funds available to the school system for staff development. (24)

2. At the end of the 1994-95 fiscal year, and at the end of each subsequent fiscal year, the superintendent shall make available to all affected personnel a report of all disbursements from all staff development funds.

Building-Level Disclosure and Reporting

1. Effective October 1, 1994, and by October 1 of each subsequent year, the principal shall disclose to all affected personnel the total allocation of all funds available to the school for staff development. (24)

2. At the end of the 1994-95 fiscal year, and at the end of each subsequent fiscal year, the principal shall make available to all affected personnel a report of all disbursements from all staff development funds.

■ Waivers

The following guidelines are to assist both schools and school systems in understanding waivers and the process used to request and approve them.

1. Definition of Waivers

   Waivers are exemptions from state laws, regulations, and policies. The purpose of considering and approving waivers is to provide increased flexibility to schools and school systems in implementing their strategies for improving student performance. All waivers are subject to evaluation for impact by the Department of Public Instruction.

2. Types of Waivers That May Be Requested

   a. Building-Level Waivers are waivers of state laws, regulations, or policies which are included in the building-level plans.

      Important: Waivers shall be granted only for the specific schools for which they are requested in building-level plans and shall be used only under the specific circumstances for which they are requested. Requests for waivers cannot be submitted for the *school system*, unless the waiver is requested by every school in the system. (For example, if every school in the system requests a change in the class-size maximum, the waiver request *can* be submitted for the school system.)

(12)

   b. Central-Office Waivers are waivers which affect the organization, duties, and assignment of central office staff only.

(22)

3. Requirements for Completing and Submitting Waivers

   a. Requests for waivers shall show that exemption from specific state laws, regulations, and policies will assist central office staff or building-level staff in implementing their strategies for improving student performance.

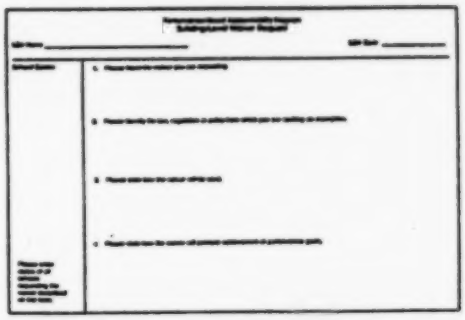
   b. Regardless of the type of waiver submitted, the waiver shall:

      (1) Identify the state laws, regulations, or policies that inhibit the local unit's ability to reach its local accountability goals.
      (2) Set out with specificity the circumstances under which the waiver may be used.
      (3) Explain how a waiver of those laws, regulations, or policies will permit the local unit to reach its goals.

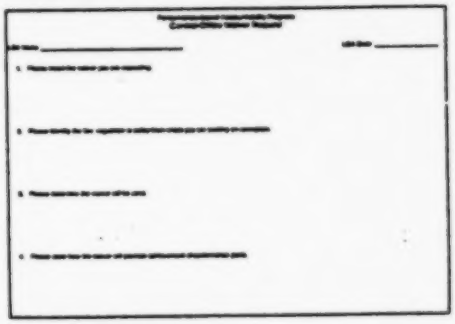
(13)

c. Requests for waivers included in building-level plans are submitted to the local board of education on the form entitled *Performance Based Accountability Program: Building-Level Waiver Request* (located in the Forms section of this manual).

Requests for waivers that apply to more than one school require submission of only one waiver request form, which contains the codes of all schools requesting the same type of waiver.



d. Requests for waivers for central office staff are submitted to the local board of education on the form entitled *Performance Based Accountability Program: Central Office Waiver Request* (also located in the Forms section of this manual)



4. When to Submit Waivers and How Long They Are In Effect

Requests for waivers may be submitted with three-year school improvement plans, or in April or November of subsequent years. Approved waivers are in effect for the life of the school improvement plan, unless they are revoked by the State Board of Education.

5. Process for Approval of Waivers

a. Building-Level Waivers first must be accepted as part of the BUILDING-LEVEL school improvement plan, using the required building-level voting process. Schools then submit requests for waivers to the local board of education. If the waivers are approved by the local board, they are included in the SYSTEMWIDE plan for school improvement.

b. Central-Office Waivers are submitted to the local board of education for approval. If approved, they are included in the SYSTEMWIDE plan for school improvement.

c. Each waiver is reviewed by the Superintendent of Public Instruction.

d. The State Superintendent then recommends waivers to the State Board of Education for approval.

e. LEAs then receive notification from the Department of Public Instruction that a waiver has been approved or rejected.

Note: Upon notification of approval of waivers that require transfers or conversions, the LEA shall submit a *Performance-Based Accountability Program Transfer of Approved Waiver Request* form to the Office of Financial Services in the Department of Public Instruction. LEAs are then responsible for seeing that the appropriate transfer goes to the specific school that requested it.

6. Waivers Identified in Legislation That *Cannot* Be Considered

Requests for financial waivers cannot be considered if they relate to:

1. Teacher assistants
   (Exception: flexibility in assignment *is* allowable)
2. Employee benefits (including annual leave and longevity)
3. Group home
4. Willie M.
5. Developmental day care
6. All federal funds
7. School health coordinators
8. Driver Education
9. Program enhancement positions under the Basic Education Program
   (Exception: flexibility in assignment *is* allowable)

Requests for non-financial waivers cannot be considered if they relate to:

10. Instructional program offered under the Basic Education Program
11. State salary schedules and employee benefits for school employees
12. System of employment for public school teachers and administrators
13. Health and safety codes
14. Compulsory school attendance
15. Minimum lengths of school day and year
16. Uniform Education Reporting System.

7. Examples of Waivers That *Can* Be Considered

a. Exemption from state laws pertaining to class size, teacher certification, assignment of teacher assistants, the use of state-adopted textbooks, and pertaining to the purposes for which state funds for the public schools may be used.
(Please note exceptions on previous page.)

b. Exemption from state regulations and polices.
(Please note exceptions on previous page.)

c. To enable individual schools to accomplish their building-level goals, LEAs are expected to provide maximum funding flexibility to them in their use of school funds. In addition to the automatic flexible funding already in effect, schools may also obtain flexible use of funds by completing waiver requests that propose any of the transfers or conversions that follow.

(1) Transfers creating positions from nonposition categories. These requests shall include matching benefit costs.

(2) Transfers of positions or portions of positions to dollars for the purpose of one-time expenditures such as capital outlay, administrative equipment, software, etc.

(3) Transfers of State Vocational Education MOEs (Months of Employment) to Vocational Program Support.

(4) State Vocation MOEs may be transferred for other programs up to the maximum salary increase effective during the year of the transfer to other non-Vocational Education categories.

(5) Conversion of a guaranteed certified position - when converted for the purpose of paying for a comparable position in PRC-10 (certified positions converted to dollars) - will equal the average allotted salary of the "transferred from" position, including benefits (prorated if appropriate). Certified positions allowed for conversions are limited to Vocational Education MOEs, Classroom Teacher, Instructional Support, Superintendent, Principal, and Assistant Principal.

(6) Conversion of any position allotment to a dollar-controlled allotment will be at the beginning salary level of the position being converted (prorated if appropriate).

8. Follow-up on Approved Transfers and Conversions

Upon notification of approval of the transfers or conversions listed in items (1) through (6) above, the LEA shall:

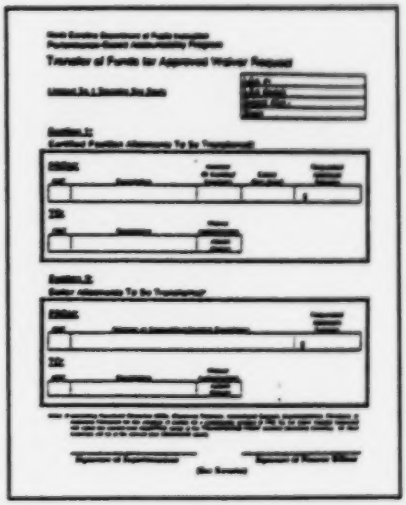
a. Complete a *Performance-Based Accountability Program Transfer of Funds for Approved Waiver Request* form (located in forms section of this manual).

Change in instructions only. Cross-reference to legislation not applicable.

The school number must be written in the space provided on the transfer form.

b. Submit the form to the Office of Financial and Personnel Services in the Department of Public Instruction.

c. LEAs are then responsible for seeing that the appropriate transfer goes to the specific school that requested it.



9. Reporting of Schools Granted Class-Size Waivers

By May 1 each year, the Department of Public Instruction shall provide a report to the General Assembly showing the school units that have been granted class size waivers pursuant to G.S. 115C-238.6 (a), that have reported class size exceptions, and that have converted state-funded teacher positions to other positions, dollars, or other expenditures.

■ Parent Involvement Programs

(27)

Important:

While this program is not required as part of the systemwide plan, administrative units should be aware of the following legislative provisions and assume an appropriate role in encouraging inclusion of parent involvement programs in building-level plans.

• Building-Level Program •

1. Beginning with the 1994-95 school year, schools are encouraged to include a comprehensive parent involvement program as part of their building-level plans.

2. The State Board of Education shall develop and make available to local units, by the beginning of the 1994-95 school year, a list of recommended strategies that it determines to be effective. The list then may be used by the building-level advisory committee to establish parent involvement programs designed to meet the specific needs of their schools.

■ Conflict Resolution Program

(28)

1. Beginning with the 1994-95 school year, schools are encouraged to review their need for a comprehensive conflict resolution program and should such need be determined, MAY include details for such a program as part of their building-level plans.

2. The schools may select from the list existing programs to be provided by the State Board of Education or may develop its own materials and curricula to be approved by the local board of education.

■ Extended Services Programs
(Instructional Programs during Nonschool Hours)

29

Important:

As indicated in the following provisions, the need for extended services programs, which are encouraged by 1993 legislation, is determined by the local administrative unit, who also develops the programs. Responsibility for implementing the programs, however, is assumed at the school building level.

1. Local school administrative units ARE ENCOURAGED to implement extended services programs that will expand students' opportunities for educational success through high-quality, integrated access to instructional programming during nonschool hours.

2. BEFORE IMPLEMENTING AN EXTENDED SERVICES PROGRAM, THE LOCAL SCHOOL ADMINISTRATIVE UNIT **SHALL** CONDUCT A NEEDS ASSESSMENT within the unit and in collaboration with local governmental and nongovernmental agencies to identify students, schools, and communities that need extended services. The needs assessment shall include an evaluation of existing school and community resources and programs and shall identify how instruction in the core curriculum could be improved to meet the needs of children at risk of school failure. Goals and expected outcomes for the program shall be based on the needs assessment.

3. Extended services programs MAY BE incorporated into building-level school improvement plans.

4. To implement extended services programs, local school administrative units may request waivers of state laws, regulations, and policies in accordance with Part 4 of the Extended Services legislation.

5. Calendar alternatives include, but are not limited to, after-school hours, before-school hours, evening school, Saturday school, summer school, and year-round school.

6. Instructional programming may include, but is not limited to, tutoring, direct instruction, enrichment activities, study skills, and reinforcement projects.

7. Extended services programs shall be targeted primarily toward students who perform significantly below their age-level peers; however, these programs may be established for students who are achieving at or above grade level.

8. Extended services programs should be accelerated and based on needs assessments of the students in the program. The programs shall build on, and be fully integrated with, existing classroom and school activities.

(29)

9. Extended services programs may be based in schools, collaboratively between schools, or in other community-based locations.

10. The State Board of Education shall:

    a. Develop model plans which show how to deliver comprehensive extended services; how to effectively use all fiscal resources, including federal funds, and other resources under its control that support extended service goals; and how to maintain quality program evaluation. The model plans shall be communicated to local units and building-level committees.

    b. Report on the plans developed under this section no later than December 15, 1993, to the Joint Legislative Education Oversight Committee.

       Note: Model extended services plans developed by the State Board will be distributed to school systems and schools in early 1994.

Assistance

■ Calendar of Tasks, Activities, and Due Dates

1993

Dec	DPI mails to all superintendents and principals the Performance-Based Accountability guidelines effective for the 1993-1996 PBAP cycle. *
Dec 1993, through Apr 15, 1994	LEAs make necessary changes to their 1993-96 systemwide school improvement plans, based on recent legislation and guidelines in this manual. TAC directors are available to assist during process.

1994

Mar 15	If no amended building-level plan is accepted by the local board of education before this date, the local board may amend the plan for the school building for inclusion in the amended systemwide plan.
Apr 15	Deadline for LEAs to submit amendments to their 1993-96 systemwide school improvement plans to DPI. Plans must be RECEIVED no later than this date.
Jun 1	Last day transfer forms will be accepted by DPI.
Prior to Jun 30	Deadline for DPI's review and approval of changes to 1993-1996 school improvement plans.
Jul 1	Availability of Funds. All state funds become available for expenditure on PBAP differentiated pay plans. (These funds remain available for expenditure through November 30 of the next fiscal year.) Disclosures. *Superintendents and principals* begin making available annually, to all affected personnel, a report of all DISBURSEMENTS from all staff development funds. Principals begin making available annually, to all affected persons, a report on all disbursements from differentiated pay funds.
Aug 31	Last day state staff development funds are available for local expenditure.
Sept 1	DPI distributes new staff development funds.
Oct 1	*Superintendents* begin disclosing annually, to all affected personnel, the total ALLOCATION of all funds available for systemwide staff development. *Principals* begin disclosing annually, to all affected personnel, the total ALLOCATION of all funds available for staff development *and* differentiated pay.
Nov 30	Last day differentiated pay funds for 1993-94 fiscal year are available for expenditure.

1995 (partial calendar)

Mar 15, and annually thereafter	Local school administrative units begin producing annual school building improvement REPORTS based on building-level data for the prior school year.

A complete calendar for 1995 will be furnished with the next PBAP Guidelines update.

■ People to Contact for Assistance

IF YOU HAVE QUESTIONS ABOUT...	CONTACT...
Any aspect of the systemwide or building-level plans	TECHNICAL ASSISTANCE CENTER DIRECTOR Raleigh TAU — Ben Matthews — (919) 715-2200 Northeast TAC — Jeanne E. Meiggs — (919) 792-5166 Northwest TAC — Larry T. Ivey — (919) 667-2191 Southeast TAC — Linda G. Lowe — (910) 577-8920 Southwest TAC — Bill McMillan — (704) 289-5223 Western TAC — Roger Metcalf — (704) 648-9424
Submission, review, and approval process	Roger Schurrer Instructional Services, DPI (919) 715-1492
Program waivers	Roger Schurrer Instructional Services, DPI (919) 715-1492
Differentiated pay plans	Doug Mabe Financial and Personnel Services, DPI (919) 715-1065
Financial waivers	Mandy Farmer Financial and Personnel Services, DPI (919) 715-1423
Transfers	Mandy Farmer Financial and Personnel Services, DPI (919) 715-1423
Developing or reporting student performance goals and milestones	John Hawes Accountability Services, DPI (919) 715-1219
Accountability waivers	John Hawes Accountability Services, DPI (919) 715-1219
Staff development plans	Nancy Davis Instructional Services (919) 715-1317
Site-Based Management	Myra Copenhaver Instructional Services (919) 715-1314

Forms

Following in this section are forms you need to submit amendments to your systemwide PBAP school improvement plans.

1. Cover Sheet for Amendments
2. Statements of Assurance

School Improvement Plan:

3. Required Performance Indicators
4. Optional Goals and Performance Indicators
5. Required Performance Indicators, 1993 Addendum form

6. Cover Sheet for Central-Office Differentiated Pay Plan
7. Cover Sheet for Building-Level Differentiated Pay Plan

8. Central-Office Program Waiver Request
9. Building-Level Program Waiver Request
10. Transfer of Funds for Approved Waiver Request

PBAP

Amendments

to the 1993-96 Systemwide School Improvement Plan

LEA Name _____ LEA Number _____

LEA Contact for Plan _____

Phone Number of LEA Contact _____

- If any building-level school improvement plans were developed by the local board of education, please list the schools for whom they were developed in the space below.

  _____

  _____

  _____

- If any building-level differentiated pay plans were developed by the local board of education, please list the schools for whom they were developed in the space below.

  _____

  _____

  _____

- Please attach amendments to your plan behind this cover sheet in the following order :

  1. Assurances with signatures
  2. Goals and milestones for required performance indicators: 1993 Addendum form
  3. Differentiated pay plan cover sheets followed by ammended plan (if appropriate)

Statements of Assurance

■ Amendments to School Improvement Plan

1. The board of education has actively involved an advisory panel, as specified by amended legislation.

2. Amendments to each building-level school improvement plan (except building-level plans *developed* by the local board of education) meet the following requirements:

   a. Were developed by the building-level committee with the specific composition and representation of building-level staff and parents, as specified by amended legislation;
   b. Were presented to all of the staff assigned to the school for a secret-ballot vote; *and*
   c. Were approved by the majority of the staff who voted on the plan.

3. Amendments to the attached school improvement plan have been approved by the board of education.

4. The instructional program in the BEP will be offered.

■ Amendments to Differentiated Pay Plan

1. Amended plans meet the following requirements:

   a. Plans were developed by the building-level committee with the specific composition and representation of building-level staff and parents, as specified by amended legislation;
   b. Plans were presented for a secret-ballot vote to all building-level staff; *and*
   c. Plans were approved by a majority of the staff who voted on the plan.

2. Amended differentiated pay plans have been approved by the board of education for inclusion in the system wide plan.

3. Amended plans do not include across-the-board differentiated pay distribution.

■ Staff Development Plan Component

1. The systemwide staff development plan is consistent with systemwide student and school performance goals *and* includes a component to accommodate the staff development needs at the building level, as expressed in each building's school improvement plan.

2. All staff development funds the local board of education makes available to an individual school building to implement the local school improvement plan shall be used in accordance with the building-level plan set out in the systemwide plan.

3. Proper disclosure of allocation and disbursement of all staff development funds will be made as required by the amended legislation.

_____
LEA Name

_____
LEA Number

_____
LEA Superintendent (Date)

_____
Chairperson, Board of Education (Date)

School Improvement Plan: Required Performance Indicators

(School System) _____ (LEA Code) _____ (Date) _____

(System Representative) _____ (_____) _____ (Telephone)

Performance Indicators:	Put "1" if Single Year Score; "A" if Accreditation Method	Current Status 1991-92 Percent	Milestones Year 1 1993-94 Percent	Year 2 1994-95 Percent	Year 3 1995-96 Percent	Average LEA Statewide Gain 1990 to 1991
1. Attendance						.3%
2. 5 Units of Credit						-.2%
3. UNC System Entrance Requirement						.7%
4. NC Scholars Program						2.3%
5. Voc. Ed. Unemployment Rate						1.3%
6. Certificates Issued						-.1% *
7. Compensatory Reading *(NCE Gain)*						(1991) 3.0
8. Compensatory Math *(NCE Gain)*						(1991) 5.1
9. Dropouts (Grades 7-12)						-.6% *
NC End of Grade Tests		1992-93	1993-94			
10. Writing Essay Test: 4th Grade *(% ≥2.5)*	2 Yr. Av	Baseline 1	Baseline 2	+	++	
11. Writing Essay Test: 6th Grade *(% ≥2.5)*	2 Yr. Av.					-3.5%
12. Writing Essay Test: 8th Grade *(% ≥2.5)*	2 Yr. Av.					0

*Represents Positive Gain

NCDPI/Accountability Services, Revised 11/93

School System Name (Code)

Performance Indicators:	Current Status 1992-93 Baseline Year	Milestones Year 1 1993-94 Mean Scale Score	Year 2 1994-95 Mean Scale Score	Year 3 1995-96 Mean Scale Score	*Average LEA Statewide Gain 1990 to 1991 Scale Score*
13. Reading Test, Grade 3	Baseline	+	++	+++	
14. Reading Test, Grade 4	Baseline	+	++	+++	
15. Reading Test, Grade 5	Baseline	+	++	+++	
16. Reading Test, Grade 6	Baseline	+	++	+++	
17. Reading Test, Grade 7	Baseline	+	++	+++	
18. Reading Test, Grade 8	Baseline	+	++	+++	
19. Mathematics Test, Grade 3	Baseline	+	++	+++	
20. Mathematics Test, Grade 4	Baseline	+	++	+++	
21. Mathematics Test, Grade 5	Baseline	+	++	+++	
22 Mathematics Test, Grade 6	Baseline	+	++	+++	
23. Mathematics Test, Grade 7	Baseline	+	++	+++	
24. Mathematics Test, Grade 8	Baseline	+	++	+++	

(Indicator Numbers 25-30 are reserved for future use.)

School System Name (Code)

Performance Indicators:	Current Status 1991-92 Mean Raw Score	Milestones Year 1 1993-94 Mean Raw Score	Year 2 1994-95 Mean Raw Score	Year 3 1995-96 Mean Raw Score	*Average LEA Statewide Gain 1990 to 1991 Raw Score*
31. Social Studies Test, Grade 3	[redacted]	Baseline	+	++	[redacted]
32. Social Studies Test, Grade 4	[redacted]	Baseline	+	++	[redacted]
33. Social Studies Test, Grade 5	[redacted]	Baseline	+	++	[redacted]
34. Social Studies Test, Grade 6	[redacted]	Baseline	+	++	[redacted]
35. Social Studies Test, Grade 7	[redacted]	Baseline	+	++	[redacted]
36. Social Studies Test, Grade 8	[redacted]	Baseline	+	++	[redacted]
	Put "1" if Single Year Score; "A" if Accreditation Method / 1991-92 Mean Raw Score				
37. Science Test, Grade 3	____ ____	____	____	Baseline	.7
38. Science Test, Grade 6	____ ____	____	____	Baseline	.4
39. Science Test, Grade 8	____ ____	____	____	Baseline	.3
NC End of Course Tests					
40. Algebra I Test	[redacted]	Baseline	+	++	.5
41. Algebra II Test	____ ____	____	____	Baseline	1.4
42. Geometry Test	____ ____	____	____	Baseline	.2
43. Chemistry Test	____ ____	____	____	Baseline	1.6
44. Economic/Legal/PoliticalTest	____ ____	____	____	Baseline	[redacted]

School System Name (Code)

Performance Indicators:	Put "1" if Single Year Score; "A" if Accreditation Method	Current Status 1991-92 Mean Raw Score	Milestones Year 1 1993-94 Mean Raw Score	Year 2 1994-95 Mean Raw Score	Year 3 1995-96 Mean Raw Score	*Average LEA Statewide Gain 1990 to 1991 Raw Score*
45. Biology Test				Baseline	+	.7
46 U. S. History Test				Baseline	+	-2.0
47. English I Test				Baseline	+	
48. English II Test *(% ≥3.5)*						
49. Physical Science Test						
50. Physics Test						2.2
51. Scholastic Aptitude Test *(Scale Score)*						7
		Index	**Index**	**Index**	**Index**	**1991-92 State Average**
52. Algebra II participation index*						44.2
53. Geometry participation index*						58.0
54. Chemistry participation index*						39.5
55. Physics participation index*						11.8

*School units with a participation index below the 1991-92 state average for these courses must project gains in their participation index for each applicable course annually or until the 1991-92 state average is attained.

School Improvement Plan:
Optional Goals and Performance Indicators

(School System) _____ (LEA Code) _____ (Date) _____

(System Representative) _____ (Telephone) (___) _____ Page _____ of _____

Number	Goal/Indicator*	Score	Performance	MILESTONES		
XXXX	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	Type	Status	Year 1	Year 2	Year 3

*Attach one copy of any locally-developed test used to measure performance for an optional goal; on a separate sheet, indicate the name and publisher of any published test used for an optional goal.

DPI/Accountability Services, 8/92

School Improvement Plan: Required Performance Indicators

1993 ADDENDUM

(School System)	(LEA Code)	(Date)
(System Representative)		(_____)_____ (Telephone)

Student Performance Goals/Indicators:	Baseline Year	Baseline Status	Score Type	Milestones Year 1 1993-94	Year 2 1994-95	Year 3 1995-96
I. POST SECONDARY OUTCOMES						
Check Alternative Used (refer to list on separate page):						
___ Alternative 1 OR ___ Alternative 1 Using Local Survey						
___ Alternative 2 OR ___ Alternative 2 Using Local Survey						
Specify Indicator*						
a. _____	_____	_____	_____		_____	_____
b. _____	_____	_____	_____		_____	_____
c. _____	_____	_____	_____		_____	_____
d. _____	_____	_____	_____		_____	_____
e. _____	_____	_____	_____		_____	_____

*Attach a separate page for additional indicators

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Instructions for completing this form are on the back of this page.

School Performance Goals/Indicators:	Baseline Year	Baseline Status	Score Type	Milestones Year 1 1993-94	Year 2 1994-95	Year 3 1995-96
2. COMMUNITY INVOLVEMENT--Specify Indicators*						
a. _____	_____	_____	_____		_____	_____
3. PARENT INVOLVEMENT--Specify Indicators*						
a. _____	_____	_____	_____		_____	_____
4. TEACHER PROF. DEVELOPMENT--Specify Indicators*						
a. _____	_____	_____	_____		_____	_____
5. SCHOOL CLIMATE--Specify Indicators*						
a. _____	_____	_____	_____		_____	_____

*Attach a separate page for additional indicators

Instructions for Completing
School Improvement Plan Required Performance Indicators
1993 Addendumn

POST SECONDARY OUTCOMES

- Check the alternative selected by the school system. (Refer to list on the next page.)
- In the first column, specify the indicators selected, up to a total of five. Each required post secondary indicator goes into effect when statewide data for that indicator are available.

COMMUNITY INVOLVEMENT, PARENT INVOLVEMENT, TEACHER PROFESSIONAL DEVELOPMENT, and SCHOOL CLIMATE

- In the first column, specify the indicator selected.
- If more than two indicators are specified for any of the four categories, attach additional indicators on a separate page.
- School systems may define measures for each indicator, based upon local needs and goals.

FOR ALL INDICATORS:

- In the second column, indicate the baseline year (school year) with which milestone data are to be compared.
- Under Baseline Status enter the actual performance for each indicator for the baseline year.
- For Score Type, indicate the type of measure to be used for each indicator (e.g., percent, N-count).
- No milestone data are needed for Year 1, 1993-94, since the Addendum applies only to years two and three of the current PBAP cycle. The Baseline Year for some indicators may be 1994-95, or later, depending upon the availability of data.

Post Secondary Indicators

School systems must select either Alternative 1 or Alternative 2. *Specific indicators for both alternatives will go into effect when data become available.* Current status and annual performance data for graduates attending UNC institutions are provided in reports issued each year by the University of North Carolina General Administration. The State Department of Community Colleges is scheduled to issue similar information beginning in the Spring of 1994. Indicators for private colleges and universities may become available on a voluntary basis in subsequent years. Advanced Placement examination data are issued to participating schools annually by the College Board. School systems should develop their own process for collecting data for other indicators.

Alternative 1:

1. Percent accepted of graduates who applied to one or more of the UNC institutions.
2. Percent accepted of graduates who applied to one or more other institutions of higher education.
3. Percent accepted of graduates who applied to one or more of the Community College institutions.
4. Percent accepted of graduates who applied to one or more trade schools.
5. Percent of graduates who are employed (including those who are in the military service).
6. Number of Advanced Placement examinations taken per 1,000 juniors and seniors.
7. Percent of Advanced Placement examinations with a score of 3 or higher.
8. Other locally-designed post secondary indicators.

School systems must select at least five indicators from the above list.

Alternative 2:

1. Percent accepted of graduates who applied to one or more of the UNC institutions.
2. Percent accepted of graduates who applied to one or more other institutions of higher education.
3. Percent accepted of graduates who applied to one or more of the Community College institutions.
4. Percent accepted of graduates who applied to one or more trade schools.
5. Percent of graduates who are employed (including those who are in the military service).

NOTE: For either Alternative 1 or Alternative 2, school systems may address the indicators through locally-developed graduate follow-up surveys instead of using data sources described in the introductory paragraph above.

Examples of Indicators for Items 2 through 5 on the 1993 Addendum Form

Each local board of education is to amend its systemwide school improvement plan to include one or more indicators for each of the four areas. Here are some examples of indicators for each area.

1. Community Involvement

   An *example* of a community-to-school goal might be to incorporate modern business practices into school operations; an indicator for this goal could be school/business/higher education partnerships to develop school and systemwide total quality educational management programs.

   An *example* of a school-to-community goal might be to provide school academic resources to the community; indicators could include community school programs or student research assignments directed to the solution of community problems.

2. Parent Involvement

   An *example* of a parent involvement goal might be to establish a program for increasing parent participation in a systemwide homework policy requiring parent signatures on student homework. Indicators for this goal might include the percentage of all parents in the school system who regularly signed off on their child's homework papers during a given month.

   In addition to the *requirement* that parental involvement indicators be included in systemwide school improvement plans, legislation *encourages* individual schools to include comprehensive parent involvement programs as part of their building-level plans.

3. Professional Development of Teachers

   The goals/indicators for professional development of teachers are to address, or be directly related to, the goals/indicators set for improvements in student performance. *For example*, suppose yearly improvement in Grade 6 Writing scores, as reflected in milestones set, is a goal of your systemwide school improvement plan. A parallel goal and set of milestones could be set for a staff development indicator that addresses improved instruction in Grade 6 writing classes.

4. School Climate

   A positive school climate is defined either as the absence of negative influences or as the presence of positive influences. School systems may choose to address either or both in their improvement plans. In determining specific needs for which improvement goals are to be established, it is recommended that school systems refer to plans they may have developed in response to the Special Provision regarding Safe Schools of the 1993 Appropriations Act (Section 139 of Senate Bill 27). Attention may also be given to school violence reports required under G.S. 115C-12(21), also found in Section 139. In addition, school systems may wish to establish goals/indicators that support the development of a sense of community in schools, such as student involvement in planning and school operations, adoption of positive discipline techniques, and incorporation of total quality concepts in all school activities.

Performance-Based Accountability Program

Central-Office Differentiated Pay Plan

LEA Name_____ LEA Code_____

Contact Person _____ Phone number_____

The central office differentiated pay plan was developed by the local board of education for all classes of personnel assigned to the central office that the local board determined are participants in the development or implementation of the plan.

(Please check appropriate selection below and enter necessary signatures and dates.)

_____ The plan submitted in 1993 for years 1993-1996 was reviewed and approved by the local board of education with modifications. The new (modified) plan is attached.

_____ The plan submitted in 1993 for years 1993-1996 was reviewed and approved by the local board of education without modifications.

_____ _____
Superintendent Date

_____ _____
Chairperson, Board of Education Date

Performance-Based Accountability Program

Building-Level Differentiated Pay Plan

LEA _____

School Name_____ School Code_____

Contact Person _____ Phone number_____

The building-level differentiated pay plan was voted on by all staff assigned to this school and the plan was approved by a majority of the staff voting.

(Please check appropriate selection below and enter necessary signatures and dates.)

_____ The plan submitted in 1993 for years 1993-1996 was reviewed and approved by the local board of education with modifications. The new (modified) plan is attached.

_____ The plan submitted in 1993 for years 1993-1996 was reviewed and approved by the local board of education without modifications.

_____ _____

Principal Date

_____ _____

Chairperson, Building-Level Advisory Panel Date

Performance-Based Accountability Program
Central-Office Waiver Request

LEA Name _____ LEA Code _____

1. Please insert the waiver you are requesting.

2. Please identify the law, regulation or policy from which you are seeking an exemption.

3. Please state how the waiver will be used.

4. Please state how the waiver will promote achievement of performance goals.

Performance-Based Accountability Program
Building-Level Waiver Request

LEA Name _____ LEA Code _____

School Codes

1. Please insert the waiver you are requesting.

2. Please identify the law, regulation or policy from which you are seeking an exemption.

3. Please state how the waiver will be used.

4. Please state how the waiver will promote achievement of performance goals.

Please enter codes of all schools requesting the waiver described on this form.

North Carolina Department of Public Instruction
Performance-Based Accountability Program

Transfer of Funds for Approved Waiver Request

Limited To 1 Transfer Per Form

LEA #:
LEA Name:
School #(s) :
Date:

Section 1:

Certified Position Allotments To Be Transferred:

FROM:

PRC	Description	Number Of Months/ Positions	Salary (See Note)	Requested Allotment Transfer
				$

TO:

PRC	Description	Waiver Authorization
		Attach Waiver

Section 2:

Dollar Allotments To Be Transferred:

FROM:

PRC	Program or Noncertified Position Description	Requested Allotment Transfer
		$

TO:

PRC	Description	Waiver Authorization
		Attach Waiver

Note: If converting Vocational Education MOEs, Classroom Teachers, Instructional Support, Superintendents, Principals, or Assistant Principals for the purpose of paying for a comparable position in PRC 10, the dollar amount converted will equal the current year ALLOTTED salary of the "TRANSFERRED FROM" position (including benefits). All other transfers will be at the current year BEGINNING salary.

Signature of Superintendent

Signature of Finance Officer

(See Reverse)

Instructions

A. Section 1:
Certified Position Allotments To Be Transferred:

FROM:

Enter the number of positions and/or months AUTHORIZED IN AN APPROVED WAIVER to be transferred. Below is an example of transferring a partial position:

- An Instructional Support position was authorized to be transferred to purchase Instructional Equipment. The LEA elects to implement a transfer for only 3 months of the position:

  Enter .33 in the Months/Position column (3 divided by 10). ALWAYS ROUND TO 2 DECIMAL POINTS. Enter the beginning salary as requested (See Teacher Salary Schedule – 0 Years of Experience). Enter beginning salary times .33 in the Requested Allotment Transfer column. ROUND TO THE NEAREST DOLLAR.

TO:

Enter the PRC and Description of the APPROVED category that you are increasing. In the above example, you would enter PRC 61 and a description of Senate Bill 2 – Consolidated Funds.

Waiver Authorization – Attach a copy of your approved waiver.

B. Section 2:
Dollar Allotments To Be Transferred:

FROM:

Enter the dollar allotment AUTHORIZED IN AN APPROVED WAIVER to be transferred. Examples of these allotments are:

- Clerical Assistants
- Custodians
- Exceptional Children – State Aid

TO:

Enter the PRC and Description of the APPROVED category that you are increasing.

Waiver Authorization – Attach a copy of your approved waiver.

C. Remember:

1– To enter your LEA number, name, school number(s), and date.
2– To enter position and dollar information in the appropriate spaces.
3– To have the form signed by both the Superintendent and Finance Officer.

D. Return To :

Department of Public Instruction
School Budgets Section
301 North Wilmington Street
Education Building
Raleigh, N.C. 27601–2825

For Information Contact:

School Budgets Section – (919) 715–1422

Legislation

The pages that follow contain Performance-Based Accountability legislation to date, in its entirety. Recent PBAP legislation is underlined and coded with a number that serves as a cross reference to specific text in this manual.

Also included are excerpts from additional 1993 legislation that impacts school improvement plans and legislation related to the Task Force on Site-Based Management.

Part 4. Performance-based Accountability Program

(edited through December 8, 1993)

§ 115C-238.1. Performance-based Accountability Program; development and implementation by State Board.

The General Assembly believes that all children can learn. It is the intent of the General Assembly that the mission of the public school community is to challenge with high expectations each child to learn to achieve, and to fulfill his or her potential. with that mission as its guide, the State Board of Education shall develop and implement a Performance-based Accountability Program. The primary goal of the Program shall be to improve student performance. The State Board of Education shall adopt:

(1) Procedures and guidelines through which, beginning with the 1990-91 fiscal year, local school administrative units may participate in the Program;

(2) Guidelines for developing local school improvement plans with three-year student performance goals and annual milestones to measure progress in meeting those goals;

(3) A set of student performance indicators for measuring and assessing student performance in the participating local school administrative units. These indicators shall include attendance rates, dropout rates, test scores, parent involvement, and post secondary outcomes; and

(4) Guidelines for school performance indicators for measuring and assessing school performance in the participating local school administrative units. These indicators shall concern how to gauge community involvement, parent involvement, professional development of teachers, and the school climate with regard to the safety of students and employees and the use of positive discipline. These indicators shall not rely predominantly on test scores. *(ed. note: effective July 1, 1994)* (1) (2)

§ 115C-238.2. Local participation in the Program voluntary; the benefits of local participation.

(a) Local school administrative units may, but are not required to, participate in the Performance-based Accountability Program.

(b) Local school administrative units that participate in the Performance-based Accountability Program:

(1) Are exempt from State requirements to submit reports and plans, other than local school improvement plans, to the Department of Public Education; they are not exempt from federal requirements to submit reports and plans to the Department.

(2) Are subject to the performance standards but not the opportunity standards or the staffing ratios of the State Accreditation Program. The performance standards in the State Accreditation Program, modified to reflect the results of end-of-course and end-of-grade tests, may serve as the basis for development the student performance indicators adopted by the State Board of Education pursuant to G.S. 115C-238.1.

(3) May receive funds for differentiated pay for certain State-paid employees, in accordance with G.S. 115C-238.4, if they elect to participate in a differentiated pay plan. (3)

(4) May be allowed increased flexibility in the expenditure of State funds, in accordance with G.S. 115C-238.5.

(5) May be granted waivers of certain State laws, regulations, and policies that inhibit their ability to reach local accountability goals, in accordance with G.S. 115C-238.6(a).

(6) Shall continue to use the Teacher Performance Appraisal Instrument (TPAI) for evaluating beginning teachers during the first three years of their employment; they may, however, develop other evaluation approaches for teachers who have attained career status.

The Department of Public Instruction shall provide technical assistance, including the provision of model evaluation processes and instruments, to local school administrative units that elect to develop dual personnel evaluation processes. A dual personnel evaluation process includes (i) an evaluation designed to provide information to guide teachers in their professional growth and development, and (ii) an evaluation to provide information to make personnel decisions pertaining to hiring, termination, promotion, and reassignment.

§ 115C-238.3. Development of local plans; elements of local plans.

(a) Development of system wide plan by the local board of education.-- The board of education of a local school administrative unit that elects to participate in the Program shall develop and submit a local school improvement plan for the entire local school administrative unit to the State Superintendent of Public Instruction before April 15 of the fiscal year preceding the fiscal year in which participation is sought.

A system wide improvement plan shall remain in effect for no more than three years.

4 (b) Establishment of student performance goals and a system wide staff development plan *(ed. note: effective July 1, 1994)* by the local board of education for the system wide plan.-- The local board of education shall establish student performance goals and a system wide staff development plan for the local school administrative unit for inclusion in the system wide plan. The local board of education shall actively involve an advisory panel composed of a substantial number of teachers, school administrators, other school staff, and parents of children enrolled in the local school administrative unit, in developing the student 5 performance goals for the local school improvement plan. Parents serving on advisory panels shall not be employees of the school unit and shall reflect the racial and socioeconomic composition of the students enrolled in the local school 6 administrative unit. The advisory panel shall ensure substantial parent participation. It is the intent of the General Assembly that teachers have a major role in developing the student performance goals for the local school improvement plan; therefore, at least half of the members participating in this advisory panel shall be teachers. Every teacher in the local school administrative unit shall have an opportunity to elect by secret ballot the teachers who are involved in the advisory panel.

The performance goals for the local school administrative unit shall address specific, measurable goals for all student and school performance indicators adopted by the State Board. Factors that determine gains in achievement vary from school to school; therefore, socioeconomic factors and previous student performance indicators shall be used as the basis of the local school improvement plan.

7 The system wide staff development plan shall be consistent with the system wide goals and shall include a component to accommodate the staff development needs at the building level as expressed in each building's improvement plan. In 8 designing this component of the system wide staff development plan, direct allocation of a needed portion of the staff development funds to the building level

shall be given first priority. Each school building shall have the flexibility to combine its staff development allocation with other schools in the local school administrative unit when the staff development needs of those schools are substantially similar as expressed in their approved building-level plans.

(b1) Development by each school of strategies for attaining local student performance goals. -- The principal of each school, representatives of the building-level staff, and parents of children enrolled in the school shall develop a building-level plan to address student performance goals appropriate to that school from those established by the local board of education. Parents serving on building-level committees shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff. (9) Parental involvement is a critical component of school success and positive student outcomes; therefore, it is the intent of the General Assembly that parents, along with teachers, have a substantial role in developing student performance goals at the building level. To this end, building-level advisory board meetings shall be held at (10) a convenient time to assure substantial parent participation. The strategies for attaining local school performance goals shall include a plan for the use of staff (11) development funds that may be made available to the school by the local board of education to implement the building-level plan. These strategies may also include requests for waivers of State laws, regulations, or policies for that school. A request for a waiver shall (i) identify the State laws, regulations, or policies that inhibit the local unit's ability to reach its local accountability goals, (ii) set out with specificity the circumstances under which the waiver may be used, and (iii) explain how a waiver of those laws, regulations, or policies will permit the local unit to reach its local goals.

Support among affected staff members is essential to successful implementation of a building-level plan to address student performance goals appropriate to a school; therefore, the principal of the school shall present the proposed building-level plan to all of the staff assigned to the school building for their review and vote. The vote shall be by secret ballot. The principal may submit the building-level plan to the local board of education for inclusion in the system wide plan only if the proposed building-level plan has the approval of a majority of the staff who voted on the plan. The local board of education shall accept or reject the building-level plan. The local board shall not make any substantive changes in any building-level plan that it accepts; the local board shall set out any building-level plan that it accepts in the system wide plan. If the local board rejects a building-level plan, the local board shall state with specificity its reasons for rejecting the plan; the principal of the school for which the plan was rejected, representatives of the building-level staff, and parents of children enrolled in the school may then prepare another plan, present it to the building-level staff for a vote, and submit it to the local board for inclusion in the system wide plan. If no building-level plan is accepted for a school before March 15 of the fiscal year preceding the fiscal year in which participation is sought, the local board may develop a plan for the school for inclusion in the system wide plan; the General Assembly urges the local board to utilize the proposed building-level plan to the maximum extent possible when developing such a plan.

(b2) Waivers concerning central office staff. -- A local board of education (12) may request waivers of State laws, regulations, or policies which are included in the building plans described in subsection (b1) of this section, and it may also request waivers which affect the organization, duties, and assignment of central office staff only. Provided, none of the duties to be performed pursuant to G.S. 115C-436 may be waived. A request for a waiver shall (i) identify the State laws, regulations, or policies that inhibit the local unit's ability to reach its local

(13) accountability goals, (ii) set out with specificity the circumstances under which the waiver may be used, and (iii) explain how a waiver of those laws, regulations, or policies will permit the local unit to reach its goals. ***(ed. note: effective on passage)***

(c) Development by each school of a differentiated pay plan for that school; development by the local board of education of a differentiated pay plan for central office personnel.--

(1) The local school administrative unit shall consider a plan for differentiated pay. The local plan shall include a plan for differentiated pay, in accordance with G.S. 115C-238.4, unless the local school administrative unit elects not to participate in any differentiated pay plan.

(2) The principal of each school, representatives of the building-level staff, and parents of children enrolled in the school shall develop a building-level differentiated pay plan for the school when they develop their building-level plan to address student performance goals appropriate to the school. (14) By October 1 of each year, the principal shall disclose to all affected personnel the total allocation of funds for differentiated pay. At the end of the fiscal year, the principal shall make available to all affected personnel a report of all disbursement from the building-level differentiated pay plan. ***(ed. note: effective July 1, 1994)***

Support among affected staff members is essential to successful implementation of a building-level differentiated pay plan; therefore, the principal of the school shall present the proposed school building-level plan to all of the staff assigned to the school building (15) for their review and vote. The vote shall be by secret ballot. The principal may submit the building-level differentiated pay plan to the local boards of education only if the proposed building-level differentiated pay plan has the approval of a majority of the staff who voted on the plan.

The local board of education shall accept or reject the building-level differentiated pay plan. The local board shall not make any substantive changes in any building-level plan that it accepts; the local board shall set out any building-level plan that it accepts in the system wide differen- tiated pay plan. If the local board rejects a building-level plan, the local board shall state with specificity its reasons for rejecting the plan; the principal of the school for which the plan was rejected, representatives of the building level staff, and parents of children enrolled in the school may then prepare another plan, present it to all of the staff eligible to receive differentiated pay, in accordance with G.S. 115C-238.4(a), for a vote, and submit it to the local board for inclusion in the system wide plan. If no building-level plan is accepted for a school before March 15 of the fiscal year preceding the fiscal year in which participation is sought, the local board may develop a plan for the school building for inclusion in the system wide plan; the General Assembly urges the local board to utilize the proposed building-level plan to the maximum extent possible when developing such a plan.

(3) The local board of education shall develop a plan for differentiated pay for all classes of personnel assigned to the central office that (16) the local board determines are participants in the development or implementation of the local school improvement plan ***(ed. note:***

effective July 1, 1994), and shall include the plan in the system wide differentiated pay plan.

(4) A system wide differentiated pay plan shall remain in effect for no more than three years. At the end of three years, a plan to continue, discontinue, or modify that differentiated pay plan shall be developed in accordance with subdivisions (2) and (3) of this subsection.

§ 115C-238.4. Differentiated pay.

(a) Local school administrative units may include, but are not required to include as a part of their local school improvement plans, a system wide differentiated pay plan for all of the staff assigned to school buildings and all classes of staff assigned to the central office that the local boards determine are participants in the development or implementation of the local school improvement plans. *(ed. note: effective July 1, 1994)* Units electing to include differentiated pay plans in their school improvement plans shall base their differentiated pay plans on: (17)

(1) A career development pilot program;
(2) A lead teacher pilot program;
(3) A locally designed school-based performance program, subject to limitations and guidelines adopted by the State Board of Education;
(4) A differentiated pay plan that the State Board of Education finds has been successfully implemented in another state; or
(5) A locally designed plan including any combination or modification of the foregoing plans.

A differentiated pay plan may also authorize the use of State differentiated pay funds for staff development and planning activities and for paying substitute teachers as is necessary to provide time for staff development and planning activities.

(a1) All State-differentiated pay funds shall become available for expenditure July 1 of each fiscal year. These funds shall remain available for expenditure for: (18)

(1) Bonuses and supplements to implement local differentiated pay plans until November 30 of the subsequent fiscal year; and

(2) Staff development to implement local differentiated pay plans until August 31 of the subsequent year; provided, however, if funds allocated for bonuses and supplements under a local differentiated pay plan are not spent for that purpose because of a failure to meet local goals, these funds shall remain available until November 30 of the subsequent fiscal year to provide for staff development in accordance with that local plan. *(ed. note: effective with 1992-93)* (19)

(b) Differentiated pay plans shall be developed and voted on in accordance with G.S. 115C-238.3(c).

Any differentiated pay plan developed in accordance with this section shall be implemented within State, local and any other funds available for differentiated pay. State funds shall be used to implement a differentiated pay plan for employees who derive salary from State funds. State funds may be combined with any other differentiated pay funds at the building level to implement a differentiated pay plan which includes employees who derive salary from any other salary source so long as differentiated pay funds per employee are appropriated from the other salary source in an amount equal to the dollar amount appropriated by the State per State employee for differentiated pay. An employee who derives salary from only one salary source shall be paid differentiated pay monies from that source only; if an employee derives salary from more than one salary source, differentiated pay monies paid to that employee shall be paid proportionally based on the pro rata (20) (21)

share of each salary source. Provided, however, a local board of education may provide additional local funds for differentiated pay for any of its employees without regard to the employee's salary source. ***(ed. note: effective July 1, 1994)***

(e) Any additional compensation received by an employee as a result of the unit's participation in the Program shall be paid as a bonus or supplement to the employee's regular salary. If an employee in a participating unit does not receive additional compensation, such failure to receive additional compensation shall not be construed as a demotion, as that term is used in G.S. 115C-235.

Payments of bonuses or supplements shall be made no more frequently that once every calendar quarter: Provided, however, prior to the 1994-95 school year, payments in the career development pilot units may be made on a monthly basis.

(f) If a local school administrative unit bases its differentiated pay plan on a locally designed school-based performance program, pursuant to the subdivision (a) (3) of this section, the plan shall provide that following the attainment of the local school goals, the local board of education shall make a determination of which staff members contributed to the attainment of those goals. Differentiated pay bonuses shall be then distributed to those designated employees. The local board of Education shall make the determination upon recommendation of (i) the superintendent and (ii) any other person or committee designated in the local differential pay plan. The other person or committee designated in the local pay plan may be the principal, a school-based committee, or any other person or local committee.

§ 115C-238.5. Flexible funding.

For fiscal years beginning with the 1990-91 fiscal year, the State Board of Education, only upon the recommendation of the State Superintendent, shall increase flexibility in the use of State funds for schools by combining into a single funding category the existing categories for instructional materials, supplies and equipment, testing support, and drivers education except for funds for classroom teachers of drivers education. Only local school administrative units electing to participate in the Performance-based Accountability Program shall be eligible to receive this flexible funding. ***(ed. note: effective in 1992, textbooks are no longer included in the single funding category)***

Local boards of education shall provide maximum flexibility in the use of funds to individual schools to enable them to accomplish their individual schools' goals.

§ 115C-238.6. Approval of local school administrative unit plans by the State Superintendent; conditions for continued participation.

(a) Prior to June 30 each year, the State Superintendent shall review local school improvement plans submitted by the local school administrative units in accordance with policies and performance indicators adopted by the State Board of Education. If the State Superintendent approves the plan for a local school administrative unit, that unit shall participate in the Program for the next fiscal year.

If a local plan contains a request for a waiver of State laws, regulations, or policies, in accordance with G.S. 115C-238.3(b1) or (b2), the State Superintendent shall determine whether and to what extent the identified laws, regulations or policies should be waived. The State Superintendent shall present that plan and his determination to the State Board of Education. If the State Board of Education deems it necessary to do so to enable a local unit to reach its local accountability goals, the State Board, only upon the recommendation of the State Superintendent, may grant waivers of:

(1) State laws pertaining to class size, teacher certification, assignment of teacher assistants, the use of State-adopted textbooks, and the

purposes for which State funds for the public schools, except for funds for school health coordinators, may be used: Provided, however, the State Board of Education shall not permit the use of funds for teachers for expanded programs under the Basic Education Program for any other purpose;

(2) All State regulations and policies, except those pertaining to State salary schedules and employee benefits for school employees, the instructional program that must be offered under the Basic Education Program, the system of employment for public school teachers and administrators set out in G.S. 115C-325, health and safety codes, compulsory school attendance, the minimum lengths of the school day and year, and the Uniform Education Reporting System.

The provisions of G.S. 115C-12(16)b. regarding the placement of State-allotted office support personnel, teacher assistants, and custodial personnel on the salary schedule adopted by the State Board of Education shall not be waived. (22)

Except for waivers requested by the local board in accordance with G.S. 115C-238.3(b2) for central office staff, waivers shall be granted only for the specific schools for which they are requested in building-level plans and shall be used only under the specific circumstances for which they are requested.

(b) Local school administrative units shall continue to participate in the Program and receive funds for differentiated pay, if their local plans call for differentiated pay, so long as (i) they demonstrate satisfactory progress toward student performance goals set out in their local school improvement plans; or (ii) once their local goals are met, they continue to achieve their local goals and they otherwise demonstrate satisfactory performance, as determined by the State Superintendent in accordance with guidelines set by the State Board of Education.

If the local school administrative units do not achieve their goals after two years, the Department of Public Instruction shall provide them with technical assistance to help them meet their goals. If after one additional year they do not achieve their goals, the State Board of Education shall decide what steps shall be taken to improve the education of students in the unit.

§ 115C-238.6A. Distribution of staff development funds.

Any funds the local board of education makes available to an individual school building to implement the local school improvement plan shall be used in accordance with the building-level plan set out in the system wide plan. (23)

By October 1 of each year, the principal shall disclose to all affected personnel the total allocation of all funds available to the school for staff development and the superintendent shall disclose to all affected personnel the total allocation of all funds available at the system level for staff development. At the end of the fiscal year, the principal shall make available to all affected personnel a report of all disbursements from the building-level staff development funds, and the superintendent shall make available to all affected personnel a report of all disbursements at the system level of staff development funds. (24) *(ed. note: effective July 1, 1994)*

AN ACT TO APPROVE A SYSTEM TO DEVELOP AND IMPLEMENT A SYSTEM FOR BUILDING IMPROVEMENT REPORTS

Whereas, the 1991 General Assembly charged the State Board of Education to develop a system of school building reports for each school building; and

Whereas, the building improvement reports are intended to regularly and systematically report school progress to the parents and citizens of the communities served by the schools; and

Whereas, the State Board of Education developed a system and reported its plan to the Joint Legislative Oversight Committee on December 1, 1992; and

Whereas, the 1991 General Assembly charged the Joint Legislative Oversight Committee to submit a proposed plan for school building reports to the 1993 General Assembly for its approval; and

Whereas the Join Legislative Oversight Committee reviewed the plan submitted by the State Board of Education which includes technical assistance by the Department of Public Instruction to local units so that those units, may by computer program use local test data to create unique reports for each school building; and

Whereas, according to the State Board Report all building reports will include the following minimum information:

Average daily attendance;

The number and percent of students in each of the following categories: race, gender, gifted, handicapped, and those educationally disadvantaged;

Number and types of staff members by category;

Student/teacher ratios;

Years of experience, types of degrees and certification of classroom teachers;

Parent education levels;

Percent of students eligible for free and reduced lunch;

Absentee rates;

Student performance;

Postgraduation performance;

School performance on Accountability Act goals;

Advanced placement performance and participation;

Diploma and certificate ratios; and

Graduation, retention, and dropout rates; and

Whereas, G.S. 115C-12(9) requires that the first building improvement reports shall be produced by local school units by March 15, 1995; Now, therefore,

The General Assembly of North Carolina enacts:

Section 1. The plan by the State Board of Education to develop and implement a system for building improvement reports is approved with the following modifications:

(1) Performance data shall be disaggregated by race and by gender on each school building improvement report;

(2) Progress made on each building's unique goals for qualitative improvements shall be emphasized in the development of the plan and reported by each building in its report; and

(3) Reports shall be sent to the Department of Public Instruction by the local administrative unit and shall be made available by the unit to any person requesting the report.

SECTION 1. G.S.115C-21.1 READS AS REWRITTEN:

(b) The Department of Public Instruction shall monitor and provide a report to the General Assembly by May 1, 1991 and annually thereafter showing the school units that have been granted class size waivers pursuant to 115C-238.6(a), have reported class size exceptions, and have converted State-funded teacher positions to other positions, dollars or other expenditures.

(g) The State Board of Education shall report to the Joint Legislative Education Oversight Committee on the guidelines for indicators of school performance adopted in accordance with subsection (a) of this section no later than February 1, 1994. School performance indicators shall be addressed in local school improvement plans modified or adopted after March 15, 1994. (26)

(h) Subsections (b) and (c)) of this section shall apply to local school improvement plans in effect on and after July 1, 1994.

SECTION 1. ARTICLE 3 OF CHAPTER 95 OF THE GENERAL STATUTES IS AMENDED BY ADDING A NEW SECTION TO READ:

§ 95-28.3. Leave for parent involvement in schools

(a) It is the belief of the General Assembly that parent involvement is an essential component of school success and positive outcomes. Therefore, employers shall grant four hours per year leave to any employee who is a parent, guardian, or person standing in loco parentis of a school-aged child so that the employee may attend or otherwise be involved in that child's school. However, any leave under this section is subject to the following conditions:

(1) The leave shall be at a mutually agreed upon time between the employer and the employee.

(2) The employer may require an employee to provide the employer with a written request for the leave at least 48 hours before the time desired for the leave.

(3) The employer may require that the employee furnish written verification from the child's school that the employee attended or was otherwise involved at that school during the time of the leave.

For the purpose of this section, "school" means any (i) public school, (ii) private church school, church of religious charter, or nonpublic school described in Parts 1 and 2 of Article 39 of Chapter 115C of the General Statutes that regularly provides a course of grade school instruction, (iii) preschool, and (iv) child day care facility as defined in G.S. 110-86(3).

(b) Employers shall not discharge, demote, or otherwise take an adverse employment action against an employee who requests or takes leave under this section. Nothing in this section shall require an employer to pay an employee for leave taken under this section.

(c) An employee who is demoted or discharged or who has had an adverse employment action taken against him or her in violation of this section may bring a civil action within one year from the date of the alleged violation against the employer who violates this section and obtain either of the following:

(1) Any wages or benefits lost as a result of the violation; or

(2) An order of reinstatement without loss of position, seniority, wages, or benefits.

The burden of proof shall be upon the employee.

Sec. 2. Beginning with the 1994-95 school year, a school is encouraged (27) to include a comprehensive parent involvement program as part of its building-level plan under G.S. 115C-238.3. The State Board of Education shall develop a list of recommended strategies that it determines to be effective, which building level committees may use to establish parent involvement programs designed to meet the specific needs of their schools. The Board shall make the list available to local school administrative units and school buildings by the beginning of the 1994-95 school year.

(28) Sec. 3 Beginning with the 1994-95 school year, a school is encouraged to review its need for a comprehensive conflict resolution program as part of the development of it building-level plan under G.S. 115C-238.3. If a school determines that this program is needed, it may select from the list developed by the State Board of Education under G.S. 115C-81(a4) or may develop its own materials and curricula to be approved by the local board of education.

Sec. 4 Local boards of education shall, no later than December 1, 1993, reevaluate and update their policies related to school safety so they reflect

changes authorized by the 1993 General Assembly. In particular, boards shall ensure they have clear policies governing the conduct of students, which state the consequences of violent or assaultive behavior, possessions of weapons, and criminal acts committed on school property or at school-sponsored functions. The State Board shall develop guidelines to assist local boards in this process.

Sec. 5. Section 1 of this act becomes effective December 1, 1993, and applies to acts committed on or after that date. The remaining sections of this act are effective upon ratification.

AN ACT TO ENCOURAGE SCHOOLS TO IMPLEMENT EXTENDED SERVICES PROGRAMS.

The General Assembly of North Carolina enacts:

SECTION 1. ARTICLE 16 OF CHAPTER 115C OF THE GENERAL STATUTES IS AMENDED BY ADDING A NEW PART TO READ:

§ 115-238.30. Purpose

The General Assembly believes that all children can learn. It is the intent of the General Assembly that the mission of the public school community is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential. With that mission as a guide, local school administrative units are encouraged to provide timely assistance to students who are at risk of school failure through the extended services programs described in this Part.

(29) **§ 115-238.30. Extended services programs.**

(a) Local school administrative units are encouraged to implement extended services programs that will expand students' opportunities for educational success through high-quality, integrated access to instructional programming during nonschool hours. Extended services programs may be incorporated into building-level plans developed in accordance with G.S. 115C-238.3. To implement extended services programs, local school administrative units may request waivers of State laws, regulations, and policies in accordance with Part 4 of this Article. Calendar alternatives include, but are not limited to, after-school hours, before-school hours, evening school, Saturday school, summer school, and year-round school. Instructional programming may include, but is not limited to, tutoring, direct instruction, enrichment activities, study skills, and reinforcement projects.

(b) Extended services programs shall be targeted primarily toward students who perform significantly below their age-level peers; however, these programs may be established for students who are achieving at or above grade level.

(c) Extended services programs should be accelerated and based on needs assessments of the students in the program. The programs shall build on, and be fully integrated with, existing classroom and school activities.

(d) Extended services programs may be based in schools, collaboratively between schools, or in other community-based locations.

§ 115-238.32. Needs assessment; community-based collaboration.

(a) Before implementing an extended services program, the local school administrative unit shall conduct a needs assessment within the unit and in collaboration with local governmental and nongovernmental agencies to identify students, schools, and communities that need extended services. The needs assessment shall include an evaluation of existing school and community resources and programs and shall identify how instruction in the core curriculum could be improved to meet the needs of children at risk of school failure.

(b) Goals and expected outcomes for the program shall be based on the needs assessment.

§ 115-238.33. Plan for effective use of fiscal resources; comprehensive plan to implement extended services programs.

(a) The State Board of Education shall develop model plans which show how to (i) deliver comprehensive extended services; (ii) effectively use all fiscal resources, including federal funds, and other resources under its control that support the goals of this Part; and (iii) maintain quality program evaluation. The model plans shall be communicated to local units and building-level committees.

(b) The State Board of Education shall report on the plans developed under this section no later than December 15, 1993, to the Joint Legislative Education Oversight Committee.